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ABSTRACT

The teachers' handbook on vocational education for students with special needs contains seven chapters, each one covering a basic area of concern to teachers of such students. Chapter 1 deals with identifying disadvantaged and handicapped students on the basis of easily recognizable characteristics. Chapter 2 covers assessing the needs of the individual handicapped or disadvantaged student on the basis of health, psychological, educational, social skills information, and work experience records. Chapter 3 discusses common characteristics and attitudes which affect learning in handicapped and disadvantaged students and suggests learning styles and teaching techniques best suited to those students. Chapter 4 provides an annotated guide to instructional materials particularly appropriate for use with special needs students. Chapter 5 discusses the procedures and expected outcomes of individual prescriptive education. Chapter 6 describes local resources and agencies and the primary services which they provide to the student with special needs. Chapter 7 briefly discusses student evaluation. A 10-page bibliography lists works appropriate to disadvantaged, handicapped, handicapped-learning disabled, and vocational education. An appendix contains sample forms useful to teachers in assessing and recording student handicaps, needs, and progress. (Author)

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VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

A TEACHERS' HANDBOOK

JUNE 1975

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RICHARD D. LAMM, Governor

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Dear Vocational Teachers:

This Teacher's Handbook was developed by the Department of Vocational Education, Colorado State University as a result of the Teachers' Workshops held throughout the State and funded by the State Board for Community Colleges and Occupational Education.

The Handbook will assist you in three discrete areas.

1. Identifying the disadvantaged and handicapped student.

2. Identifying the needs of the disadvantaged and handicapped student.

3. Providing for the needs of the disadvantaged and handicapped student.

It is becoming more evident each year that while attempting to meet the educational needs of our students, Vocational Education is playing a most important role. It is a challenge to all teachers to better understand and to program for the needs of disadvantaged and handicapped students.

If assistance from the State Board for Community Colleges and Occupational Education is needed, please contact Mr. Paul E. May, Supervisor, Special Programs, telephone number 892-3192.

Additional assistance may be obtained from teacher educators located at Colorado State University and the University of Northern Colorado.

At Colorado State University, contact Mrs. Patricia Rocco and Mr. Ralph Hunter, telephone number 491-5884. At the University of Northern Colorado, contact Mr. LeRoy Nick, telephone number 351-2147.

We take this opportunity to thank all teachers for attending and participating in the workshops and we hope, as a result of the workshops and of this Handbook, you can find better ways of meeting the needs of the disadvantaged and handicapped students in your school district.

Sincerely,

William D. Woolf, Director
Occupational Education

PEM:dmh

Department of Vocational Education

Colorado State University
Fort Collins, Colorado
80523

Dear Educator:

This handbook is one product of the continuing effort on the part of the Vocational Education Department at Colorado State University to provide assistance to vocational teachers of students who are not succeeding because of certain disadvantages and handicaps.

Over the past two years the Department has been providing opportunities for prospective teachers to gain school and community experiences with disadvantaged and handicapped youth prior to teaching. This experience was enthusiastically welcomed by the prospective teachers.

At the in-service level, a course entitled "Teaching Students With Special Needs" has been offered on and off campus.

Also, upon request, numerous short workshops have been conducted throughout Colorado by Ms. Patricia Rocco and Mr. Ralph Hunter, teacher trainers.

It is hoped that it will be possible for the Department of Vocational Education, in cooperation with the State Board for Community Colleges and Occupational Education, to continue to provide these services in the future.

Sincerely,

B. Harold Anderson

B. Harold Anderson, Ph.D. and Head
Department of Vocational Education

Let us ask what we want for our children.
Then let us ask not less for all children.

"Preamble," Report to the
President: White House
Conference on Children,
1970.

VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

A Teachers' Handbook

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Special thanks is extended to Ms. Ruth Slomer and Ms. Donna Wright of Aims Community College for sharing their experiences and progress in the area of learning disabilities. Warm appreciation goes to Dr. Joel DuBow for his suggestions and encouragement.

A great debt of gratitude is owed to the teachers who participated in the Project Tomorrow workshops and who provided suggestions and constructive criticism regarding the direction of this handbook. Their offerings were invaluable.

I owe the most to my students in New York City who taught me the lessons of poverty and despair.

Myra Altfest

INTRODUCTION

We live in a time of change. Education plays an important role in this changing world as we seek new and better ways to prepare students to take their places in society. It is particularly challenging for the vocational educator who is trying to help the disadvantaged or handicapped student to prepare for self-sufficiency.

Every school has "them." We all know who "they" are. We are talking about the multitude of children who have never found success in education. They are the students who, for many different reasons, consistently fail to meet the demands of the assigned curriculum. They have unique learning characteristics which require equally unique curriculum designs and teaching methods. They need teachers who are committed to teaching individuals. This is particularly vital since the movement toward mainstream education strives to accomodate as many children as possible, regardless of uniqueness or handicapping condition.

Today, programs for the student with special needs command more interest in vocational education than ever before. The federal government has recognized the problem by enacting legislation which gives high priority to students who have academic, socioeconomic, cultural, or other handicaps which prevent them from succeeding in regular vocational programs. The state government also has realized the urgency in serving special needs students.

It is our responsibility as educators to see that certain of our students' needs are met. Their needs are real. These people have found little relevance in classes dealing with the past or future. Turned off or rejected by the educational system early in their lives, they missed the training that their classmates acquired in language skills, computational skills, and the development of positive attitudes toward themselves. Characteristically, they do poorly on tests, have short attention spans, and poor attendance records. They are conditioned to accept failure.

Schools can reach these students. We, as teachers, must view each youngster as an individual and find ways to help each student. This is a task which is not likely to be accomplished through traditional means.

A recent nationwide conference identified three key elements in teaching students with special needs: (1) All teachers of special needs students must be more concerned about people and less about programs, (2) Teachers must develop and conduct activities consistent with students' value systems, and (3) Teachers should be free of the bonds of tradition.

If the needs of students are to be met, and if they are to become productive members of society, then priorities must shift from content-centered programs to student-centered programs. Emphasis must be placed on the students' strengths, interests, and aptitudes, and programming should be designed to meet the students' needs, not the needs of the school or system. Individualization is essential.

Teachers must be flexible and accepting of students and must conduct activities which are relevant to students and consistent with their value systems. Educators must eliminate the foreign, hostile environment that school has become for many students.

In a speech presented to vocational educators in Durango, Colorado, Dr. Gil Carbajal, of the Poudre R-1 school district, made the following statement:

> We look at these students as very different, inferior, dumb, not interested. We ignore them, we leave them out, we push them out, we mark them and identify them as dropouts. We make them just that . . . because their hair is long, they smoke, they dress differently, they are minority group members, and they resist some of our out-dated and traditional rules and values.

Many students view school as a dreaded experience. Their histories in educational institutions communicate the theme of failure, with all of its negative implications. Feelings of dignity and self-worth are absent. It is our responsibility as educators to work with each student to help him succeed to his fullest capacity and to help him achieve a feeling of personal satisfaction and fulfillment.

The following article illustrates the experience which many students endure to some degree.

CIPHER IN THE SNOW

by
Jean E. Hizer

It started with tragedy on a biting cold February morning. I was driving behind the Milford Corners Bus as I did most snowy mornings on my way to school. It veered and stopped short at the hotel, which it had no business doing, and I was annoyed as I had to come to an unexpected stop. A boy lurched out of the bus, reeled, stumbled, and collapsed on the snowbank at the curb. The bus driver and I reached him at the same moment. His thin, hollow face was white, even against the snow.

"He's dead." the driver whispered.

It didn't register for a minute, I glanced quickly at the scared young faces staring down at us from the school bus. "A doctor! Quick! I'll phone from the hotel ...."

"No use. I tell you he's dead." The driver looked down at the boy's still form. "He never even said he felt bad" he muttered, "just tapped me on the shoulder and said, real quiet. 'I'm sorry. I have to get off at the hotel.' That's all. Polite and apologizing like."

At school, the giggling, shuffling morning noise quieted as the news went down the halls. I passed a huddle of girls. "Who was it? Who dropped dead on the way to school?" I heard one of them half-whisper.

"Don't know his name: some kid from Milford Corners." was the reply.

It was like that in the faculty room and the principal's office. "I'd appreciate your going out to tell the parents." the principal told me. "They haven't a phone, and anyway, somebody from school should go there in person. I'll cover your classes."

"Why me?" I asked. "Wouldn't it be better if you did it?"

"I didn't know the boy," the principal admitted lavishly. "And in last year's sophomore personalities column I note that you were listed as his favorite teacher."

I drove through the snow and cold down the bad canyon road to the Evans place and thought about the boy, Cliff Evans. His favorite teacher! I thought. He hasn't spoken two words to me in two years! I could see him in my mind's eye all right, sitting back there in the last seat in my afternoon literature class. He came in the room by himself and left by himself. "Cliff Evans," I muttered to myself, "a boy who never talked." I thought a minute. "A boy who never smiled. I never saw him smile once."

The big ranch kitchen was clean and warm. I blurted out my news somehow. Mrs. Evans reached blindly toward a chair. "He never said anything about bein' ailin'."

His step-father snorted. "He ain't said nothin' about anything since I moved in here."

Mrs. Evans pushed a pan to the back of the stove and began to untie her apron. "Now hold on," her husband snapped. "I got to have breakfast before I go to town. Nothin' we can do now anyway. If Cliff hadn't been so dumb, he'd have told us he didn't feel good."

After school I sat in the office and stared bleakly at the records spread out before me I was to close the file and write the obituary for the school paper. The almost bare sheets mocked the effort. Cliff Evans, white, never legally adopted by step-father, five young half-brothers and sisters. These meager strands of information and the list of D grades were all the records had to offer.

Cliff Evans had silently come in the school door in the mornings and gone out the school door in the evenings, and that was all. He had never belonged to a club. He had never played on a team. He had never held an office. As far as I could tell he had never done one happy, noisy kid thing. He had never been anybody at all.

How do you go about making a boy into a zero? The grade school records showed me. The first and second grade teachers' annotations read "sweet, shy child", "timid but eager." Then the third grade note had opened the attack. Some teacher had written in a good, firm hand, "Cliff won't talk. Uncooperative. Slow learner." The other academic sheep had followed with "dull," "slow-witted," "low I.Q." They became correct. The boy's I.Q. score in the ninth grade was listed at 83. But his I.Q. in the third grade had been 106. The score didn't go under 100 until the seventh grade. Even shy, timid, sweet children have resilience. It takes time to break them.

I stomped to the typewriter and wrote a savage report pointing out what education had done to Cliff Evans. I slapped a copy on the principal's desk and another in the sad, dog eared file. I banged the typewriter and slammed the file and crashed the door shut, but I didn't feel much better. A little boy kept walking after me, a little boy with a peaked, pale face; a skinny body in faded jeans; and big eyes that had looked and searched for a long time and then had become veiled.

I could guess how many times he'd been chosen last to play sides in a game, how many whispered child conversations had excluded him, how many times he hadn't been asked. I could see and hear the faces and voices that said over and over. "You're dumb. You're a nothing, Cliff Evans."

A child is a believing creature. Cliff undoubtedly believed them. Suddenly it seemed clear to me. When finally there was nothing left at all for Cliff Evans, he collapsed on a snowbank and went away. The doctor might list "heart failure" as the cause of death, but that wouldn't change my mind.

We couldn't find ten students in the school who had known Cliff well enough to attend the funeral as his friends. So the studentbody officers and a committee from the junior class went as a group to the church, being politely sad. I attended the services with them, and sat through it with a lump of cold lead in my chest and a big resolve growing through me.

I've never forgotten Cliff Evans nor that resolve. He has been my challenge year after year, class after class. I look up and down the rows carefully each September at the unfamiliar faces. I look for veiled eyes or bodies scrounged into a seat in an alien world. "Look, kids," I say silently, "I may not do anything else for you this year, but not one of you is going to come out of here a nobody. I'll work or fight to the bitter end doing battle with society and the school board, but I won't have one of you coming out of here thinking himself into a zero."

Most of the time--not always, but most of the time--I've succeeded.

Jean E. Hizer. "Cipher in the Snow," NEA Journal, November 1964, 53, 8, 10.

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We are concerned with the thousands of students who leave school each year feeling that they are zeroes, nobodies . . . ciphers.

This handbook was developed to help these youngsters by helping you, as a teacher, to understand and to identify them, to determine their needs, and to plan the best course of action to provide them with the means to lead satisfying and fulfilling lives.

Patricia Rocco
Myra Altfest

Outline of Handbook

This handbook covers seven basic areas concerning the teaching of students with special needs.

Chapter I involves the *identification process*, including common observable characteristics of disadvantaged and handicapped students. Proper identification facilitates program planning and provides justification for additional services or funds.

Chapter II deals with *assessing the needs* of the individual students who are identified. Assessment is an ongoing process involving the student in the evaluation of his progress, adjustments and changing needs at school.

Chapter III describes common *learning styles* of the target group and *teaching methods* which best suit those learning styles and characteristics.

Chapter IV is a sample listing of *instructional materials* which are particularly appropriate for use with special needs students.

Chapter V concerns *Individual Prescriptive Education*, one solution that has proven successful in schools for meeting students' needs.

Chapter VI charts *local resources* and agencies and the primary services which they provide.

Chapter VII plans for the *evaluation* of the student's progress based on objectives established at the onset of the program.

A bibliography of professional references is included to aid the educator in further exploring the subject of this handbook.

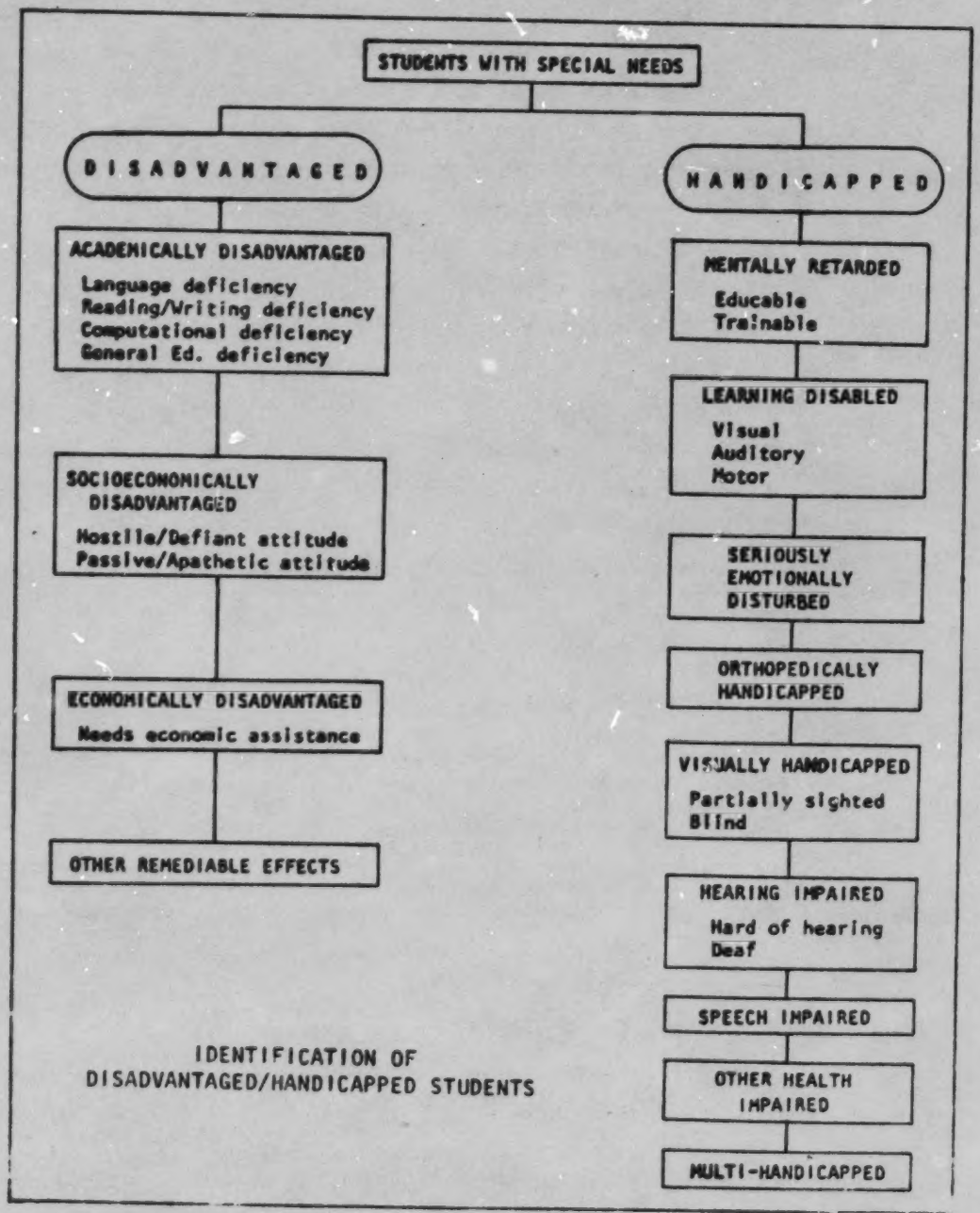
The appendices contain forms which may be used by teachers as guides for facilitating program implementation. They are intended as resource materials which teachers might choose to utilize or to adapt to meet the needs of their particular student group and teaching situation.

CHAPTER I
TIFICATION OF STUDENTS

...e right to teach only nice, clean, willing ...rners is not a basic right that regular class ...chers can be granted. The regular classroom teacher must accept responsibility for the "unmotivated," the "hard-to-reach," the "disabled," the "disturbed," and the "retarded."

Raven Ferrell
Richard Schember

It has been estimated that 50% of the students in vocational programs in Colorado are disadvantaged and 3% are handicapped.[1] In order to serve the students in our classes who are not succeeding because of the effects of a disadvantage or a handicap, we must first identify those students. The following chart illustrates the categories of disadvantages and handicaps as described in this chapter, based on state and federal guidelines.



IDENTIFICATION OF
DISADVANTAGED/HANDICAPPED STUDENTS

Identification and Common Characteristics of Disadvantaged Persons

Disadvantaged students may be identified through observation, inquiry, and examination of previous school records and test scores. Interviewing the student, analyzing the student's vocational interests, personal adjustment, and character traits, are also significant in the identification process.

According to Federal guidelines,[2] a disadvantaged person is one who has an academic, socioeconomic, or other disadvantage, and the effects of the disadvantage *prevent the person from succeeding* in a regular vocational program. Therefore, this person needs assistance in some form in order to benefit from the vocational program. Alternatives to this assistance are alienation, unemployment, and a tremendous burden to society.

Disadvantaged students can be classified in one or more of the following categories. The categories have been selected for ease of identification, and common characteristics of persons in each category are listed. A suggested "Identification Sheet for Disadvantaged Students" can be found in this manual (Appendix A). It is designed for teacher use for easy identification of students in a particular class based on these categories. The organization of the identification sheet is consistent with the organization of this section.

Academically Disadvantaged

A. Academically Disadvantaged

Federal Description

These individuals are not succeeding in a regular vocational education program because of at least one educational deficiency. Examples of the most common deficiencies are:

1. Language (speaking/comprehension) deficiency

Individuals in this group experience sufficient difficulty with verbal communication so that their apparent capacity to learn is significantly reduced. A person in this category may have one or more of the following characteristics

Poor speech and/or limited formal English vocabulary.
Inability to use the formal language effectively in school.
Serious language difficulties in any language.

Common Observable Characteristics

- Has difficulty making transition from native language to English if English is a second language.
- Avoids speaking and spontaneous conversation.
- Answers questions with single words or phrases.
- Cannot follow a series of instructions (teacher must say one thing at a time).
- Does not understand definitions of lesson vocabulary.
- Is unable to properly construct a sentence.
- Has difficulty with pronunciation of words used in classroom.

2. Reading and/or writing deficiency

Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. A person in this category may have one or more of the following characteristics:

Poor reading ability and limited formal vocabulary.
Inability to write or communicate in writing.

Common Observable Characteristics

- Has insufficient vocabulary to accomplish lessons.
- Reads so slowly that the student is behind others in assignments.
- Is unable to relate written words to application of task.
- Is unable to comprehend meaning of written lesson.
- Cannot express thoughts in writing.

3. Computational deficiency

These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational education program. A person in this category may have one or more of the following characteristics:

Serious difficulties in comprehending computational concepts.
Insufficient computational skill to compete effectively with peers.

Common Observable Characteristics

- Is unable to perform simple mathematics.
- Can memorize but not apply mathematical concepts.
- Has poor recognition of mathematical symbols.
- Does not relate mathematical formulas to classroom problems in vocational programs.

4. General educational deficiency

Individuals in this group have educational deficiencies which are principally responsible for their inability to

succeed. A person in this category may have one or more of the following characteristics:

Low achievement scores.
Poor attendance records.
School dropout.
Potential school dropout.
Unaware of educational procedures and/or opportunities.
Lacks parental support and guidance.

Common Observable Characteristics

- Does not understand what is expected in school.
- Does not like school.
- Has low motivation to achieve in school.
- Does not find positive rewards in school.

Socio-economically Disadvantaged

3. Socioeconomically Disadvantaged (nonacademic effect)

Federal Description

These individuals, because of their background or experience, have developed attitudes which severely limit their ability to perform successfully in a vocational education program.

5. Hostile or defiant attitude

Individuals in this group exhibit excessively agressive, anti-social, or disruptive behavior. A person in this category may have one or more of the following characteristics:

Higher incidence of involvement with the criminal justice system.
Persistence in trying to dominate the scene.
Withdrawal from normal social interaction.
Unrestrained behavior.

Common Observable Characteristics

- Tells bizarre tales.
- Seeks out and sets up failure experiences.
- Fights and argues with peers.
- Cannot make and keep friends.
- Rejects acceptance.
- Rebels against authority--defies rules.
- Acts suspicious of teacher's motives.
- Does not do any long-range planning.
- Exhibits behaviors with little thought of social appropriateness.
- Associates with anti-social "gangs."
- Disrupts school activities.

6. Passive or apathetic attitude

Individuals in this group exhibit unusual lack of participation in, and response to, the learning situation.

A person in this category may have one or more of the following characteristics:

No interest in learning or in school work.
Negative attitude toward learning.
Discouraged in school work.
Poor attendance records.
Lack of personal motivation--indifference.
Potential school dropout.
Very poor or negative self-image.
Overly sensitive to constructive criticism.
Lack of experience with successful work examples of own ethnic group.
Underachievement.
Other identified disadvantages, such as ill health, poor nutrition, broken home, out-of-wedlock pregnancies, or family underemployment.

Common Observable Characteristics

- Is frequently absent from school and home.
- Becomes discouraged in simple tasks.
- Hesitates to participate in competitive activities.
- Interacts very little with peers.
- Rejects direction from teacher.
- Does little to find solutions to problems.
- Accepts a passive role in class--rarely volunteers.
- Leaves rather than face problems.

C. Economically Disadvantaged

Individuals in this group are not succeeding in a regular vocational education program for one or more economic reasons. The effects tend to be clear to a vocational educator, and the countermeasure may require joint efforts with welfare and similar personnel. Persons in this category may have one or more of the following characteristics:

7. Needs economic assistance to succeed

Common Observable Characteristics

- Is unable to concentrate because primary needs may not be met due to a lack of money.
- Is absent because of lack of money to buy clothing or appropriate uniform for a particular activity in school.
- Appears to be unkempt and unclean.
- Appears to lack proper nutrition.

Other Remediable Effects

D. Other Remediable Effects

This is a "catch all" category and should be restricted to special situations. One effect that might fall into this category is:

Federal Description

8. Lacks proficiency in manual dexterity required for success in the vocational studies area.

Common Observable Characteristics

- Has difficulty in coordination.
- Has difficulty in manipulation of small objects, tools.
- Cannot easily perform placing and turning movements with hands.

Identification and Common Characteristics of Handicapped Persons

A handicapped person is one who has a *mental* or *physical* handicap which prevents the individual from succeeding in a regular vocational program designed for a person without such a handicap. Therefore, this person needs assistance, in some form, in order to maximize the likelihood of successful completion of a vocational program.

Handicapped students have, for the most part, been identified by the time they enter a vocational program. This identification and classification must be made by a trained professional person.

Categories of handicaps will be described in the following pages. These are included so that the teacher can gain a clearer understanding of the problems facing the handicapped. A "Referral Sheet for Handicapped Students" is provided in this handbook (Appendix A). This form may be prepared for use with a diagnostic team, a group organized for the purpose of assessing the student's needs and formulating a method for meeting those needs, or for the teacher's personal use.

The categories of handicaps are defined. Each is followed by common observable characteristics which students with that handicap may manifest in the classroom.[3] Some of the characteristics are common among handicapped individuals in several different categories and may be repeated.

Mentally Retarded

1. Mentally Retarded

Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.

Federal Description

Inclusion in these categories requires professional diagnosis in which conditions such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation are ruled out as the primary cause of lack of ability to succeed.

a. Educable retarded

Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally at the sixth grade level in academic work. However, they can be educated and trained to succeed in the world of work, contribute to society, and attain self-respect in positions which formerly may have been considered beyond their capabilities.

b. Trainable retarded

Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the Educable retarded. Many can be trained for jobs which require single skills and which provide adequate supervision.

A mentally retarded person may exhibit one or more of the following characteristics:

- Exhibits immature or impulsive behavior.
- Behavior seems inconsistent with chronological age.
- Has short attention span--does not complete tasks.
- Is easily distracted--always looks around the room.
- Has poor motor ability--trips over things, walks awkwardly.
- Has short memory retention--forgets previous learnings.
- Has poor language development--uses short, unfinished sentences.

2. Learning disabled

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental

aphasia, etc. This category does not include learning problems which are primarily because of visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages.[4]

Learning disability, as defined here, implies *freedom from gross impairment* of basic sensory organs. Gross impairment, for example, would be categorized under (5) visually handicapped--partially sighted or blind; and (6) hearing impaired--hard of hearing or deaf. These categories will be discussed later in this chapter.

Examples of some common learning disabilities and observable behavioral characteristics of individuals in each category follow.[5]

a. Visual disability

The visual channel is one of the major passages for receiving information. It has been estimated that eighty percent of all learning takes place through the eyes. Therefore, visual disabilities (problems in detecting, perceiving, understanding, and retaining visual information) may be strong contributors to learning problems. Often, students with visual problems had the same difficulties as young children and were not fitted with glasses at that age.

Some observable characteristics which a student with a visual disability may exhibit are:

Common Observable Characteristics

- Looks up often when copying from a distance.
- Avoids close desk work.
- Holds book too close; bends over paper when writing.
- Cannot follow written direction but can follow verbal instructions.
- Exhibits limited attention span for visual tasks.
- Frequently forgets things seen.
- Is unable to evaluate visual phenomena.
- Seems easily distracted by surrounding activities.
- Contorts face; blinks and squints excessively.
- Tilts head, thrusts head forward.
- Rubs eyes frequently.
- Complains of headaches, dizziness, fatigue.
- Moves eyes excessively and inappropriately.
- Has difficulty following a moving object smoothly with eyes.
- Repeats (omits) words when reading, confuses words that look alike.
- Is clumsy--bangs into things.
- Confuses foreground and background.

b. Auditory disability

The auditory modality is an important sensory channel which greatly influences school success. The ability to detect, perceive, understand, and retain a great deal of auditory information is required for normal development and for progress in school. Disabilities in that process, therefore, will contribute strongly to learning problems. In many cases, children who grow up being poor readers haven't learned phonetic principles. The reason may be that they were exposed to phonics techniques in grades 1-3 when their learning disability was probably the most severe.

Some observable characteristics which a student with an auditory disability may exhibit are:

Common Observable Characteristics

- Gives inappropriate or wrong answers to simple questions.
- Understands better at a one-to-one level rather than at usual classroom distances.
- Cannot follow oral directions (frequently asks for instructions to be repeated).
- Talks too loudly or too softly.
- Is easily distracted by noise; may respond to every noise.
- Cannot distinguish between background noise and teaching sounds.
- Is hyperactive--greater motor activity than other students.
- Cannot localize the direction of a sound (may look around room randomly for the source of a sound).
- Cannot distinguish between similar sounding words (e.g. map-nap, pin-pen).
- Seems "too attentive" when verbal instructions are given. Strains to "see" what is being said.
- Cannot remember what has been discussed in class.

c. Motor disability

The psycho-motor domain refers to the student's awareness and knowledge of self in the following areas: movements; relationship to environment; how environmental information is received, analyzed, and integrated; and how responses are controlled and evaluated. A lack of development in any of these areas might interfere with a student's achievement in school.[6]

Some observable characteristics which a student with a motor disability may exhibit are:

Common Observable Characteristics

- Has problems in drawing and writing.
- Dislikes physical education classes.
- Has unusual pencil grasp.
- Is slow to finish written work.
- Writes very heavily, very small, or very large.
- Has illegible handwriting--tremor.
- Has difficulty organizing paper (cramps work into one corner, draws along one edge, doesn't establish any pattern).
- Is in poor physical fitness.
- Writes unevenly.
- Needs support when standing (leans against the blackboard, desk, chair).
- Trips or bumps into things.
- Uses one hand then the other, showing no definite hand preference.

Seriously Emotionally Disturbed

3. Seriously emotionally disturbed

Federal Description

Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services. An individual in this category may exhibit one or more of the following characteristics:

Common Observable Characteristics

- Is unusually intense (anxious, frowning).
- Is easily frustrated.
- Is overly sensitive to criticism and has a negative self-image.
- Is shaky and nervous, explosive.
- Demands attention.
- Is overly self-critical.
- Imagines peer and/or teacher persecution.
- Disrupts classroom repeatedly.
- Does not participate in any activities.
- Behaves inappropriately or immaturely under normal conditions.
- Is unable to evaluate personal behavior in terms of the consequences it has for others or self.
- Appears extremely and frequently unhappy and depressed.

Orthopedically Handicapped

Federal Description

4. Orthopedically handicapped

These individuals have a limited ability to mobilize themselves, sit in a classroom, and/or use materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.

An individual in this category may have one or more of the following characteristics:

Common Observable Characteristics

. Absence of limb or presence of limp.
. Slow movement because of painful infections in joints.
. Lack of motor control.

Visually Handicapped

Federal Description

5. Visually handicapped

These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for diagnosis and classifications of visual handicaps. There are two classifications of visual handicaps.

a. Partially sighted

Using the criteria specified by the State, include in this group those individuals whose vision is limited *even with correction* to the extent that modifications must be made in program, equipment, materials, and/or facilities if they are to be able to succeed in the vocational program.

b. Blind

State laws define legal blindness. The extent of the visual disability is severe. Usually, the visual handicap is such that the individuals must depend, to a large extent, on their senses of touch and hearing rather than on their sense of sight. An individual who is visually handicapped may have one or more of the following characteristics:

Common Observable Characteristics

. Has retarded mobility--appears awkward, clumsy, careless.
. Tilts head.
. Holds objects close to eyes.
. Rubs eyes, squints, rolls eyes.
. Is sensitive to bright lights.
. Is inattentive to visual objects or tasks such as looking at pictures.
. Is awkward in activities requiring hand-eye coordination (e.g. hammering a nail, welding).
. Avoids tasks requiring close eye work.

Hearing Impaired

6. Hearing impaired

Federal Description

Individuals in this group have a sense of hearing that is inadequate for success in the learning situation. State laws and regulations establish the criteria for diagnosis and classifications of hearing impairments. There are two classifications of hearing impairment.

a. Hard of hearing

Individual can hear and understand speech but with difficulty. The speech must be loud and the individual must use a hearing aid, or lip reading along with a hearing aid, to supplement hearing.

b. Deaf

Even with the amplification of sound provided with a hearing aid, the individual is unable to hear and recognize all speech sounds.

An individual who has a hearing impairment may have one or more of the following characteristics:

Common Observable Characteristics

- Fails to respond to questions frequently.
- Seems constantly inattentive, especially when auditory activities are taking place.
- Asks to have words or questions repeated often.
- Uses "what" frequently.
- Shows a repeated inability to hear in a group.
- Frowns or strains forward when addressed.
- Holds head in a peculiar position when spoken to or turns one ear to speaker.
- Is unable to tell from which direction sounds come and may be unable to tell who is speaking in a group.
- Omits certain sounds from speech, substitutes others, or mispronounces simple words.
- Shows deformity or swelling in or about the ears, discharge from ears, or often has earaches or colds.
- Becomes very tense during periods requiring listening.

Speech Impaired

7. Speech impaired

Federal Description

These individuals have speech patterns that differ from the normal to an extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering, delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

An individual in this category may have one or more of the following characteristics:

Common Observable Characteristics

- Speaks so differently from others that the speech is unintelligible and interferes with communication.
- Speaks unusually slowly or quickly.
- Has speech that is characterized by substitutions, omissions, additions, or distortions of speech sounds.
- Stutters--repeats initial sounds or syllables and repeats entire words.

Other Health Impaired

8. Other health impaired

Federal Description

This group of individuals have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other illnesses.

An individual in this category may exhibit the following characteristics:

Common Observable Characteristics

- Is frequently absent.
- Appears tired, thin, etc.

Multi-handicapped

9. Multi-handicapped

Federal Description

Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning or modifying programs.

Many students may exhibit one or a combination of these forms of disadvantages and handicaps. A "Vocational Class Data Sheet on Disadvantaged and Handicapped Students" can be found in this handbook (Appendix A). This form provides a means for the teacher to accumulate the information gathered from the identification and referral sheets and to chart that information to get a picture of the total class.

Guided by this data, the instructor can group students in order to gear the teaching style, program modifications, individualized instruction, etc., toward meeting the needs of those individuals. For example, if it is discovered that several students are suffering from computational deficiencies which prevent them from succeeding in the vocational subject, the teacher can group those students and spend a portion of a period working with them,

or provide peer tutors to work with them. The purpose would be to remedy the computational deficiency to an extent which would enable them to accomplish their vocational objectives. The teacher can determine the required degree of individualization based on the information on the "Class Data Sheet."

The next section deals with the assessment of the needs of the individual students who have been identified. A variety of sources for obtaining relevant information are suggested along with various options for meeting the student's needs.

NOTES

1. Based on figures from the Federal Report OE346-3 and submitted to the Federal Government for the 1973-74 school year.

2. Suggested Utilization of Resources and Guide for Expenditures (SURGE-Revised Edition): Implementing the Vocational Education Amendments of 1968 for the Disadvantaged and Handicapped. (Bureau of Adult Vocational and Technical Education, U. S. Office of Education, June 1972).

3. Jack Klough. Identifying Children with Special Needs (Chicago: Science Research Association, Inc., 1955).

4. Definitions of "learning disabilities" vary considerably in educational literature. The definition included in this section is the one provided in the Federal Guidelines (Surge) and is based on the definition supplied by The Council For Exceptional Children.

5. A major portion of this section is based on: Robert R. Farrald and Richard G. Schamber, Handbook 1: A Mainstream Approach to Identification Assessment and Amelioration of Learning Disabilities (Sioux Falls, South Dakota: ADAPT Press, Inc. 1973).

   And Marian T. Giles, Individual Learning Disabilities Classroom Screening Instrument (Evergreen, Colorado: Learning Pathways, Inc. 1973).

6. Communications with Donna Wright and Ruth Slomer of the Counseling Center at Aims Community College, Greeley, Colorado, contributed greatly to this section.

CHAPTER II
MENT OF STUDENT NEEDS

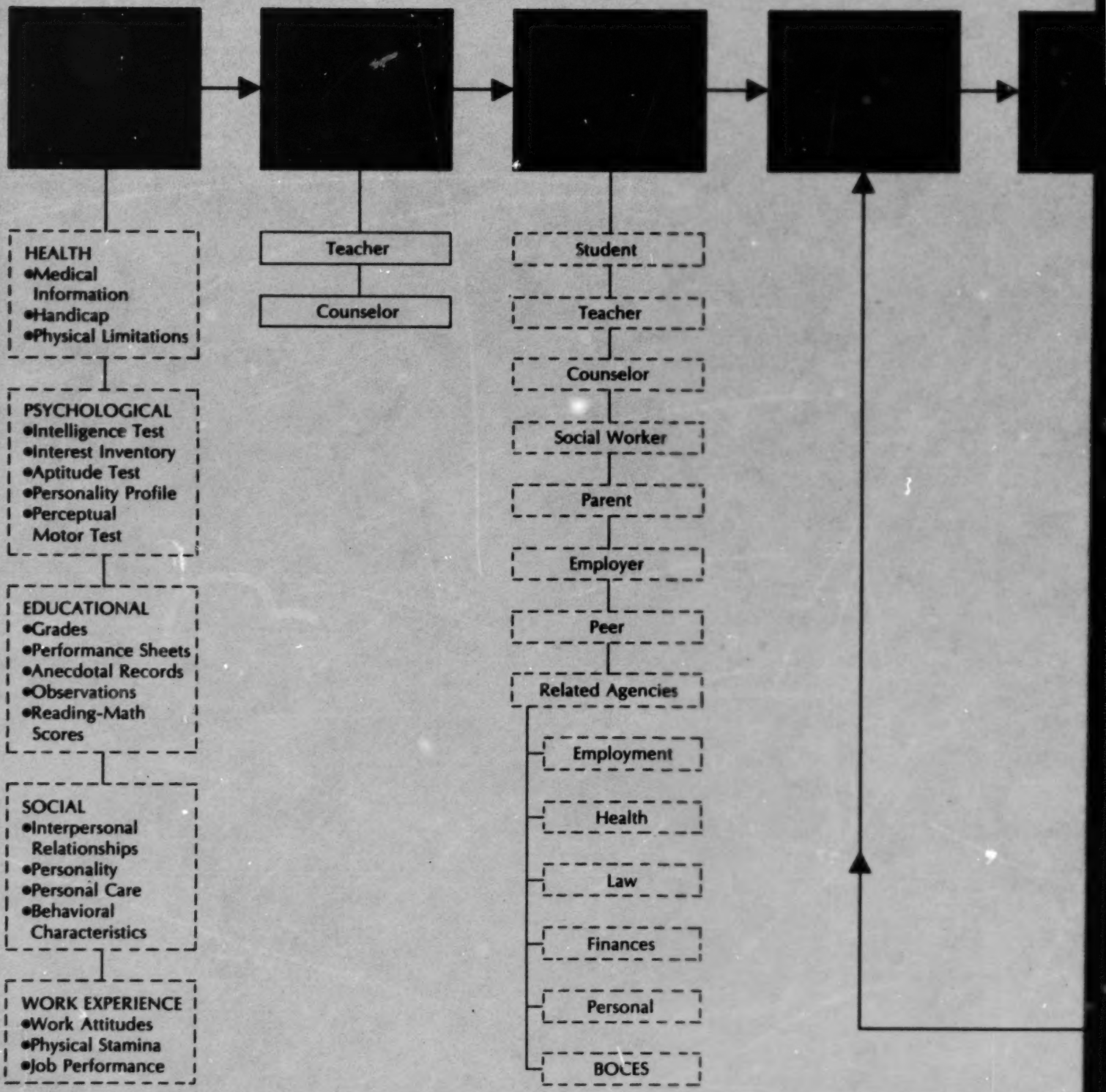
Each one is equally an individual and
led to equal opportunity of development of
own capacities, be they large or small in range.

John Dewey

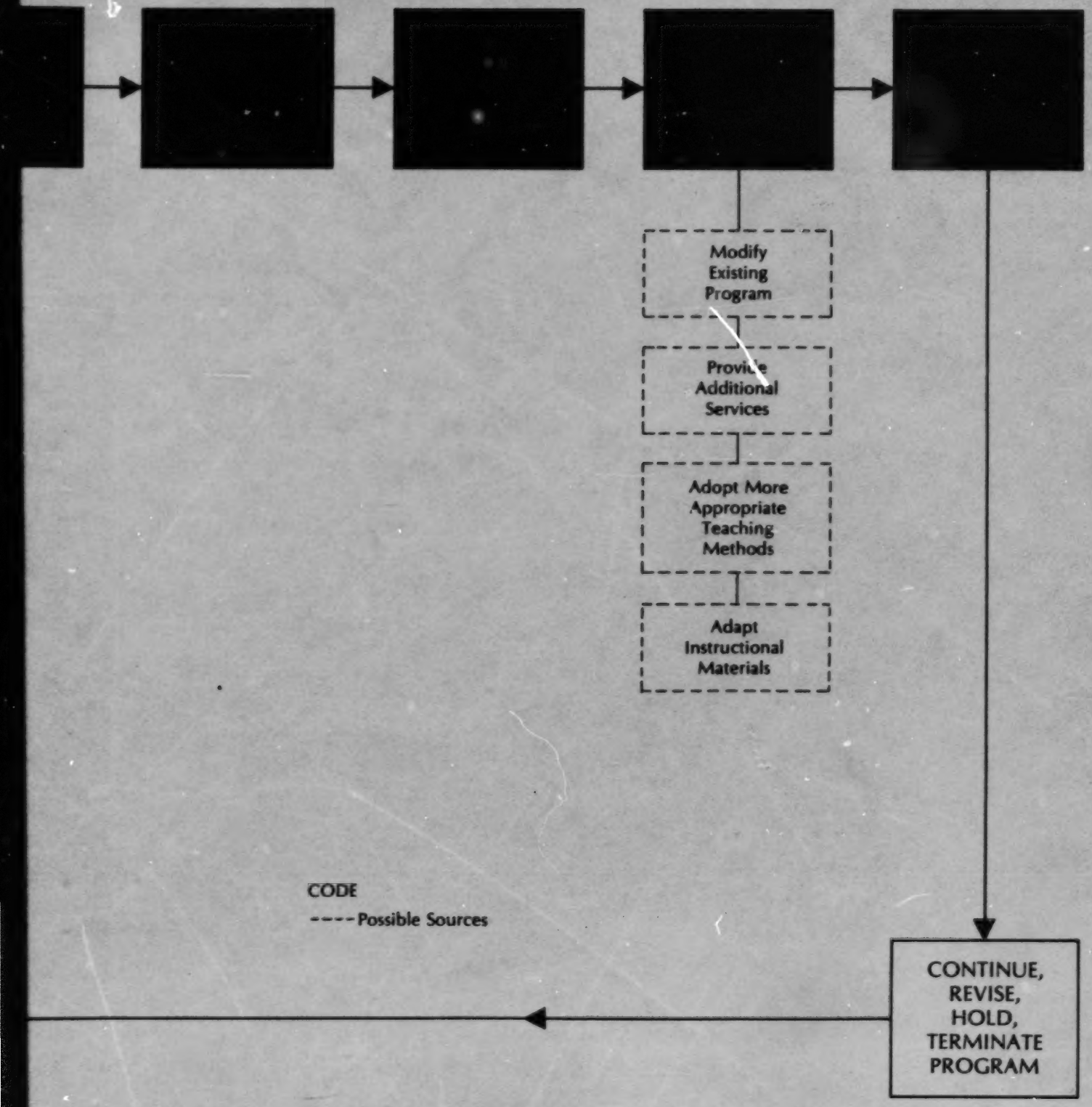
This chapter is concerned with assessing the needs of the student who is not succeeding. Assessment should take into account the assets and liabilities that are pertinent to the student's choice of career goals. Some factors to consider are: interests, aptitude, temperament, physical limitations, mental and/or educational limitations, work attitudes, behavior previously acquired, and vocational skill competencies.[1]

Assessment is an on-going process, aimed at evaluating the student's progress, adjustments, and changing needs at school and, if applicable, at community work experience stations. It should be viewed as something to be done *with* the student, not *for* the student.

The chart on the following page is a graphic representation of the procedure for assessing the needs of the student who is not succeeding, as described in this chapter.


HEALTH
•Medical Information
•Handicap
•Physical Limitations
PSYCHOLOGICAL
•Intelligence Test
•Interest Inventory
•Aptitude Test
•Personality Profile
•Perceptual Motor Test
EDUCATIONAL
•Grades
•Performance Sheets
•Anecdotal Records
•Observations
•Reading-Math Scores
SOCIAL
•Interpersonal Relationships
•Personality
•Personal Care
•Behavioral Characteristics
WORK EXPERIENCE
•Work Attitudes
•Physical Stamina
•Job Performance
Teacher
Counselor
Student
Teacher
Counselor
Social Worker
Parent
Employer
Peer
Related Agencies
Employment
Health
Law
Finances
Personal
BOCES

SING STUDENT NEEDS



Assessing Student Needs

Accumulate Pertinent Information

A formal needs assessment can be done with the student. It is stressed that such an assessment must be done on an individual basis, taking into account as much information as is available, or can be obtained, concerning the person. Accumulation of pertinent data should be concentrated in the areas presented below and should be a joint effort of the teacher, counselor, and other staff members. Relevant types of information are listed below each category.

Health Information

(1) How to Use Health Records

- Medical information.
- The nature and level of the person's handicap.
- Limitations in terms of physical capacities.
- Environmental conditions which should be avoided.

The capacities and limitations of the student should be compared with the physical demands and working conditions of the chosen occupation to determine the appropriateness of the student's placement.

For example, a person who has a diagnosed back problem and is enrolled in an Auto Mechanics course may be qualified for certain jobs within this occupation where the back problem would not interfere with job performance. Alternatively, the job may be easily modified and the requirements adapted or changed to a degree to which the person can meet the job demands. This student may need to be directed away from activities which require a great deal of lifting. Training and ultimate job direction might be toward those Auto Mechanics tasks which are physically feasible for the individual. These might include doing tune-ups, managing parts, etc., but avoiding tasks such as major engine overhauls.

In examining a student's health records to determine physical limitations, one should avoid reaching hasty conclusions. It is important to consider the many other factors which affect success. A recent article[2] exemplifies two cases in which students accomplished far more than they would appear to be capable of, in light of their handicaps. The two Auto Mechanics students were both handicapped by the absence of an arm and a

leg. With the aid of special tools and the encouragement of tolerant employers, the two men had every reason to be optimistic about total success in their chosen careers.

Psychological Information

(2) How to Use Psychological Information from Diagnostic Tests

- Verbal performance scores on I.Q. tests.
- Interest inventories.
- Aptitude scores.
- Personality profiles.
- Perceptual Motor tests.

If psychological services by trained personnel are accessible, such services might yield pertinent information. The data might pinpoint the student's intellectual and personality strengths and weaknesses. These are relevant considerations in vocational programming and would help to determine the needs of the student and help the student to achieve success.

Educational Information

(3) How to Use Educational Information from Cumulative Records

- Grades.
- Performance sheets.
- Anecdotal records, observations.
- Attendance records.
- Reading and math scores.

Although many jobs do not require strong academic skills, a minimal level of functioning in daily activities is essential. Besides the sources listed above, the assessment may also incorporate recommendations from previous teachers or from the student's on-the-job supervisors.

A problem which the teacher should be aware of when interpreting grades and standardized test results for the handicapped is that time lost from school because of illness or the nature of a handicap might be reflected by low achievement results. For example, if a student has asthma or is confined to a wheel chair, bad weather might restrict travel to school, increase absences, cause the student to miss school work, and result in lower grades.

Social Information

(4) How to Use Social Skills Information Based on Teacher's Observations

- Interpersonal relationships.
- Personality.
- Behavioral characteristics.
- Personal care.
- Attitudes toward peers, authority figures, etc.

Evaluation in this area is crucial since studies have shown that a lack of appropriate social skills and problems with interpersonal relationships are far more frequently the cause of job losses by the handicapped than is the ability to do the job.

Work Experience Information

(5) How to Use Work-Experience Records

- Performance on the job.
- Physical stamina.
- Work attitudes.
- Prior work experience.

There is close correlation between performance in a simulated work situation and performance on the job. Therefore, observing the student in a simulated situation, as well as reviewing prior work records (looking for the above attributes), would yield meaningful results. The student's work personality and behavior can be compared with standards of behavior necessary for successful job performance. Common work behavior traits which need to be reinforced are: punctuality, reliability, ability to follow instructions, and the ability to get along with job supervisors and co-workers. This evaluation should focus on the following questions: Can the person work alone? Can the person work under authoritative supervision? Can the person adapt to mounting tensions and shifting pressures? Can the person follow directions?

Assessment in the last two areas, social and work experience, is especially critical. Priorities of employers begin with work habits and attitudes (including apparent motivation to do the job and ability and willingness to follow instructions), then proceed to adequacy in vocational, then academic skills. The social and work experience evaluations of the student might show strong deficiencies in these first areas. If this is the case, the teacher can attempt to meet the student's need to develop in these areas through the use of a variety of methods which will be discussed in Chapter III--"Learning Styles and Teaching Methods."

Recording Information

Student Needs Profile Sheet

To satisfy the requirement for recording data to assess the needs of the student, a form entitled "Individual Student Needs Profile Sheet" (Appendix B) has been developed to supplement the accumulated data outlined above. A sample completed profile sheet is also included (Appendix B).

Teachers are encouraged to use such forms to their best advantage, including adding or deleting sections to maximize their usefulness in particular school situations.

The teacher who identifies the disadvantaged or handicapped student can begin to record significant data on the profile sheet with the help of the counselor.

Organizing the Diagnostic Team

Once the data is recorded, the formation of the diagnostic team[3] is recommended. The student, teacher, and counselor can have input into the selection of diagnostic team members. The team might include: counselor, vocational/academic teacher, principal, social worker, psychologist, employer, parent, or peer. *The student should be on the team.* If possible, the team should be limited to 3-5 people for maximum effectiveness.

Discuss Information

The function of the diagnostic team is to examine the accumulated data and to contribute additional information.

Determine Needs

Team members determine the student's needs based on that data and their combined observations.

Write Objectives

Focusing on the student's needs, the diagnostic team writes realistic student performance objectives based on those needs.

Prescribe Methods for Meeting Needs

At this time, the team surveys the available resources and prescribes modifications in the existing program, additional services, appropriate teaching methods, or adaptation of instructional materials to meet the student's needs.

Evaluate Progress

The diagnostic team should meet periodically to evaluate the student's progress toward meeting the objectives and to consult with the individual concerning personal satisfaction with the program. Evaluation should utilize the most objective methods possible (i.e. pre- and post-tests) in order to best measure progress.

Changes in the prescription are often necessary and should certainly involve the student. Based on the evaluation results, the team can decide to continue, revise, hold, or terminate the program.

Meeting Student Needs

The options for helping troubled students are limitless. Teachers are encouraged to capitalize on personal and technical resources from within the system and to search for new possibilities from outside. Examples of the latter would be local agencies and job stations in the community, and commercially prepared instructional materials.

Suggested Services or Modifications

After the student's needs are determined, the teacher might find it helpful to utilize the list of suggested services or modifications for meeting the needs of disadvantaged and handicapped students (Appendix B).

Some of the ways in which a student can be helped are: (1) Making modifications in the individual's existing program; (2) Providing additional services from personnel on the school staff or from outside agencies (Chapter VI); (3) Utilizing approaches, teaching methods (Chapter III), and materials (Chapter IV) which are better suited to the pupil's learning style. A combination of all three methods might be most beneficial.

(1) Modifications might include:

- Longer (shorter) school day.
- Longer (shorter) time for course completion.
- Homebound instruction.
- Dropping a class and doubling up in others.
- Pairing students to help each other.

Additional Services

(2) Additional Services might include:

- Counseling.
- Tutoring (paid/volunteer).
- Job placement and follow-up.
- Paraprofessional assistance.
- Interpreter services for the deaf.
- Reader services for the blind.
- Bilingual instruction.
- Remedial reading and math.

Teaching Methods and Materials

(3) Teaching approaches, methods, and materials best suited for common learning styles of the disadvantaged and handicapped will be discussed in detail in the next chapters, "Learning Styles and Teaching Methods," and "Instructional Materials."

NOTES

1. A portion of this chapter is based on: Claire Olson Szoke, To Serve Those Who Are Handicapped (Champaign, IL: Technical Education Research Centers/ Midwest, 1973), pp. 21-48.

2. Angie Davis, "Determination to Be the Best Medicine," World (Aims Community College, February, 1975).

3. Patricia Rocco and Ralph Hunter, How to Implement Individual Prescriptive Education (Colorado State University, 1972-73), to be discussed further In Chapter V--"Individual Prescriptive Education."

CHAPTER III
STYLES AND TEACHING METHODS

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

Thoreau, in Walden

If a boy can't learn the way we teach then we'd better teach the way he can learn.

Robert Buck

People have many different learning styles. Historically, educators have been "program oriented." They have required students to accomodate to a particular program. Student needs were secondary to the designs and needs of that program. All pupils were taught in the same manner and were expected to learn at the same rate. This is unrealistic, since students develop at different rates. A great many students were programmed to fail. Their individual needs were not met.

In recent years, educators have come to recognize that each person has his or her own unique mode of learning. Moreover, resources and techniques are now available to meet individual needs to a degree unimaginable a few years ago. Although some people find it easy to learn through traditional teaching methods, others require strategies and techniques which more closely suit their unique learning styles.

This chapter will deal with characteristics and learning styles which are commonly recognized among students with special needs. It also suggests techniques for dealing with these characteristics. Although there is danger in classifying disadvantaged and handicapped persons into categories, there is considerable educational benefit in identifying common tendencies among members of these groups and developing techniques to deal with these tendencies. An awareness of recurring attitudes toward school and other characteristics which affect learning provides the educator with a basis for determining the most effective teaching techniques.

First, common attitudes and styles of the disadvantaged will be discussed. Techniques which are best suited to those learning styles will be presented.[1]

The same approach will be used in the discussion of the handicapped. Many characteristics and techniques described for the disadvantaged also apply to the handicapped. It is the responsibility of the teacher to identify them.

Disadvantaged Students

Disadvantaged students have difficulty in adapting to conventional school programs because they do not possess the basic academic skills necessary to succeed. They have developed a limited perception of educational value and lack the motivation to achieve in regular programs. This lack of success

contributes to the development of poor attitudes and poor self-images. They lack self-confidence and rely on others for support. This increases dependency on others and decreases individual initiative and independence.

Basic methods and techniques used in Vocational Education, with the philosophy of "learning by doing," are well adapted to working with disadvantaged students. Some of those methods are: the teaching of manipulative skills, small group and individualized study, the use of demonstrations and field trips, supervised occupational experience programs, and problem solving techniques.

Furthermore, Vocational Education is at an advantage because parents of disadvantaged pupils are quite concerned with education for occupational ends. Disadvantaged students frequently exhibit above average physical skills and manipulative abilities. They tend to be motivated to develop proficiency in areas where their interests lie. They are capable of working on a specific task which has a purpose for them and value Vocational Education as training for a job leading to a career. Vocational courses can be used to motivate students to complete other academic courses if the other courses are related to the vocational skills being taught.

In Vocational Education there remain many areas which can be improved to serve the needs of the disadvantaged and handicapped. Some possible improvements are:

- More small group and individualized study.
- Better counseling and guidance.
- Better coordination of teaching activities to occupational needs (including more on-the-job supervision and job analysis studies).
- Stronger relationships between general education subjects and the vocational needs of students (students are more easily motivated to learn communication, math, and science skills if subjects are related to vocational occupational needs and operations).
- Better teaching techniques and methods to meet the needs of the disadvantaged.

Some of these improvements will be expanded upon in the remainder of this chapter.

Common Characteristics and Attitudes Which Affect Learning

Poor Self Concept

Disadvantaged students tend to feel unsuccessful, worthless, and unwanted, without any direction or goal. They envision themselves as failures. Some elements contributing to these feelings are discrimination, failure of parents and friends to succeed economically, and failure to achieve in school.

Suggestions

- Design programs to enable pupils to achieve success and build their self-images. For example, since many disadvantaged youth are physically well-coordinated, elementary skills in metal, woodworking, or mechanics projects would provide opportunities for initial success.
- Design some simple short-term objectives for a particular unit and make it clear and rewarding to the pupil when the objectives are accomplished.
- Show interest in helping the student reach self-established goals.
- Work with others to recognize the student's strengths.
- Encourage the student to participate in community and group activities to gain recognition.

Fear of Failure

Disadvantaged students suffer from a strong feeling of failure. They are too insecure and defensive to respond to being "challenged." They will rarely volunteer in class for fear of responding incorrectly.

Suggestions

- Praise student for correct answers.
- Expect the student to succeed.
- Listen to what the student says.
- Don't overlook delayed responses in favor of quick ones.
- Don't feed the self-fulfilling prophecy--having low opinions and expectations of the youngsters, therefore facilitating their performance on a low level.
- Design simulation activities to encourage discussion.
- Create activities for everyone to respond to, thereby increasing group unity in the classroom.

Low Levels of Aspiration

Parents with low occupational and educational achievements have low levels of aspiration for their children. Failure by students to perceive the value of education has greatly limited development of educational and personal goals. Students develop negative attitudes toward work because they recognize their limitations for economic advancement. Success and security are uncertain and therefore they are oriented more toward the present

than the future. They need immediate rather than long-term gratification. The pupils often choose jobs based on the money they can earn rather than on vocational interests. If they do get jobs they are unwilling to leave them to continue their education and gain economic advancement. Therefore they are frequently locked into low-skilled entry level positions. There may be few successfully employed work models, of similar backgrounds, at home or in the community to help students develop an understanding of career possibilities.

Suggestions

- Help the student gain a feeling of self-worth through successful experiences.
- Invite employees from the community, with whom students can identify, to speak to the students in order to broaden their understanding of career options.
- Increase career exploration activities.

Anti-intellectual Anti-school Attitudes and Behaviors

Many students demonstrate behaviors and attitudes which are contrary to those expected of them in school. They may become frustrated easily because of limited abilities and experiences. The insecurities of daily living, a history of failure in school, and inner tensions caused by family conflicts may contribute to a hostile or apathetic attitude toward education. They may view school as irrelevant and feel alienated from the educational system. Survival may be their main goal.

Suggestions

- Rewards and encouragement are more effective than punishment, scolding, criticism, and discouragement.
- Examine the number of rules and regulations that you've placed upon the student in the classroom. Be prepared to filter out those which are irrelevant to learning (e.g. gum chewing, smoking, sitting still).
- Be specific rather than general in your statements.
- Visit industry to evaluate projects or skill experiences.
- Develop rapport with parents through home visits, etc.
- Invite and encourage industrial representatives to visit classes to demonstrate skills, or to discuss job opportunities and qualifications.
- Equip school facilities (labs, shops) as they are equipped in the real world.
- Show practical application of ideas and theories presented.
- Provide continuous feedback to the student for socially approved behavior, and academic and skill achievement.

. Accept the student as a person and always acknowledge the individual's self-worth.
. Provide positive reinforcement for even small accomplishments.
. Note behavioral changes in student. Discuss these with the student and if appropriate send to counselor for help--not discipline.

Need Structure and Order

Disadvantaged students generally feel a need for security which can be met through structure and routine.

Suggestions

. Be consistent and clear about what is expected of the student.
. Establish routines.
. Limit the number of rules so that they are reasonable to follow.
. Avoid confrontations with the student in front of the class.

Motivated by Extrinsic Needs

Disadvantaged people tend to be motivated by extrinsic needs more than intrinsic needs. Therefore, they often lack internal controls and rely on external forces for support and acknowledgement. They are more motived by needs whose gratifications are primarily physical, material, or "other" oriented rather than by those needs which are internalized by the individual.

Suggestions

. Develop more effective curricula by preceeding theoretical work with practical work more relevant to the student's needs and interests.
. Strive to integrate the curriculum to make it more relevant to the practical aspects of the world.
. Utilize motivational techniques to encourage long-range goal formulation and achievement.
. Encourage the student to become more aware of and concerned with personal needs.

Dependent on Peer Group Affiliations

Disadvantaged youth are usually more dependent on peer group affiliations than on family to fill belongingness, love, and self-esteem needs.

Suggestions

. Encourage special identity clubs or organizations as an aid toward improving chances for academic success.
. Encourage positive peer relationships.

Prefer High- or Low-Risks in Life Goals

Disadvantaged people tend to prefer either high or low risks in life goals to medium risks. The high-risk-oriented student may

have the drive to succeed beyond expectations and is not likely to accept lesser goals. The disadvantaged person may work with determination to achieve ambitious goals and would prefer nothing rather than settle for a lesser goal.

Suggestions

- Develop programs so that lesser goals may clearly be seen as intermediate and not terminal but a direct step towards the goal.
- Establish a goal setting procedure, day by day, week by week, until a long-range goal is established. For example, determine daily goals of lessons--long-range goal of skill in a trade.

Learning Styles and Teaching Techniques

The attitudes discussed above have a direct effect on the learning styles exhibited by these students. This section discusses these learning styles and how to work with them to achieve educational objectives.

Action Oriented--Learn by Doing

Disadvantaged pupils are generally more physically oriented and learn better by doing rather than by reading or hearing about something.

Teaching Techniques

- Schedule as much class time as possible on laboratory assignments which are physical in nature.
- Involve motor activities whenever possible.
- Stress action rather than tests.
- Employ role playing to provide a common base for people with different frames of reference or background. It will enable everyone to see the same incident and share reactions to it. Role playing gives reality to job training. Role playing should be carefully explored by the teacher before it is implemented.
- Classroom instructional units should be based on student's shop, laboratory, job, or home projects.
- Always scan material to be taught for new words and concepts which need clarification.
- Through planned role playing dramatize outcomes or decisions.
- Take advantage of community and industrial resources to make teaching more relevant. For example, a student in Health Occupations may spend a day with the public health nurses as they proceed through their daily routine.

More Expressive in Informal Language

Disadvantaged pupils are often classified as "non-verbal" due to their inability to use the "language of the classroom." The roots of a limited vocabulary may be the lack of opportunity to speak with elders in the early stages of development and lack of reading materials and travel experiences. However, when pupils are observed in a comfortable, informal setting they are frequently very verbal.

Teaching Techniques

- Accept differences in language usage and encourage expression, even in "hip" language. Avoid being critical.
- Role-play to encourage verbalization. For example, have two students act out an employer-employee job interview. Videotape the interview and play it back for the students.

Also, teacher participation will decrease the psychological distance between the student and teacher, and role playing will provide an opportunity for the teacher to learn more about the students. Role playing satisfies the need for concrete, physical, visual, and practical experiences.

Limited Experience in Dealing With Abstractions

Disadvantaged students generally have limited experience in dealing with abstract ideas, generalizing, and developing and utilizing concepts.

Teaching Techniques

- Limit the number of abstractions presented and develop skills through *concrete* experiences and first-hand practical illustrations.
- Teach skills through repeating and practicing experiences in the situation in which they will be used.
- Relate subject matter to the world of work or to the life situations of the students and their everyday needs. In academic subjects for example, a unit of English instruction may be geared toward filling out job applications, credit and charge account forms. Social studies might include the use of local maps and bus schedules. Math could deal with practice in budgeting, figuring income taxes, payroll deductions, making change, measuring, and keeping simple accounts.

Depend on One Sense More Than on Others to Learn

Students may have developed a dependency on one sense to learn. For example, a student who is dependent upon the auditory mode may talk through activities and may be able to follow verbal but not written instructions. Generally, disadvantaged students respond more readily to visual and/or verbal signals rather than written stimuli.

Teaching Techniques

- Presentations should appeal to as many senses as possible (use movies, slides, video tapes, teaching machines, charts).
- Determine through which sensory mode the student learns best, and teach mostly through that sensory mode.
- Ask a question and call on many different students for responses in a fast-paced but relaxed manner. (Repetition and liveliness will improve listening skills.) This is also a good transitional technique for developing auditory attention.
- Walk around the room and ask questions at random.

Anti-test Oriented

Students are not sophisticated in the art of test taking. They have difficulty going from question to question and are better able to concentrate on one thing for a long period of time.

Teaching Techniques

- Allow for a variety of ways for the student to demonstrate proficiency.
- Utilize physical and visual techniques.
- Measure progress in the classroom, shop, laboratory, on the job, and in the community. Both subjective and objective evaluations should be made.
- Eliminate the pressure of time limits in administering tests to allow students to respond at individual rates.
- Allow student to walk around periodically during a test to prevent build-up of tension.
- Consider substituting evaluatory terms such as satisfactory, progressing, unsatisfactory for letter or number grades.

Weak in Reading and Writing Skills

Students are often weak in the area of reading and writing skills.

- Where possible, break down manuals into sections or instructional packets, simplifying the vocabulary.
- Limit amount of written materials.
- Provide materials on a fourth to sixth grade reading level.
- Substitute diagrams and pictures, where possible, for written material, (e.g. in Auto Mechanics).

- Develop new materials or adapt old materials to relay subject matter at a lower reading level.
- Put written material on tape.
- If in a vocational program, concentrate on vocabulary used in that area.
- Label tools and things around the room.
- Pair students to help each other and to demonstrate skills whenever possible, thereby eliminating extra reading (e.g. in Auto Mechanics). It has been demonstrated that peer tutors learn more than the tutored, since they become active learners of the subjects they deal with in tutoring.[2]

Teaching Techniques

Relatively Slow in Performing Tasks

Our culture emphasizes and rewards speed and has learned to equate fast thinking with being smart, and slow thinking with being dull.[3] However, there are weaknesses in speed and strengths in slowness. A person might be working slowly to be extremely careful, meticulous, or cautious. For example, a student may have difficulty with speed in a typing class, perhaps due to some learning problem. The teacher should question the value of speed vs. accuracy, and allow for individual differences in learning.

Disadvantaged youngsters are "physical" learners and seem to learn in a "one" track way. Although sometimes appearing dull, they often possess creative potential which goes unrealized because of a lack of appreciation for divergent thinking in the educational system. Economically disadvantaged students may suffer from dietary deficiencies which reduce their rate of performance.

- Capitalize on student ideas to increase participation, interest, and learning.
- Allow for individual differences in learning style and performance by accepting each student as an individual and avoiding comparisons.
- Move from simple skill development initially to more complex and involved problem solving and reasoning later.
- Introduce one step at a time and be sure this is understood before proceeding to the next step. One learning skill should be mastered before new ones are introduced.
- Don't expect numerous "rapid and direct" responses to a number of questions.
- Listen to complete student response and reward any part of it which is correct.

Teaching Techniques

. Since the student learns primarily by repetition of tasks use highly motivated practice periods and frequent reviews.
. Provide materials within the student's level of ability.
. Avoid tasks which set the student up for failure.
. When tasks are to be performed, have the student prepare and practice in advance.

Short Attention Span--Hyperactive

Disadvantaged pupils frequently have short attention spans and are easily distracted by extraneous stimuli. For example, a student may frequently look around the room or appear to "daydream" during a lesson. A person may appear to be hyperactive.

Teaching Techniques

. Use short well-motivated periods of learning.
. Allow student to work for short periods of time and move around in between.
. Set up short-term education goals which are achievable.
. Provide tasks that are at the student's level in order to maintain interest and involvement.
. Plan a few long-term topics broken into a framework of short sequences.
. Allow for flexibility in schedules. Perhaps the hyperactive student could be scheduled into programs which would allow for constructive release of energy. For example, schedule Physical Education classes at regular times when the student appears to be particularly hyperactive. Channel the student into programs such as Auto Mechanics, where movement is acceptable. If the student is in Distributive Education, provide a job placement in a retail store where a great deal of activity is appropriate.
. Have materials which are interesting and relevant and have them *ready* to use.
. Present the student only those materials that are to be used immediately.
. Give specific directions and help to only a few students at a time.

Fail to Recognize Past Learnings

Students frequently fail to recognize familiar elements in new problems or situations. They have difficulty utilizing effective problem solving techniques because of an inability to examine problems realistically and to identify possible solutions.

Teaching Techniques

- Repeat previous explanations and don't assume students will use past experiences.
- Review the same procedures in different settings.
- Progress slowly from the known to the unknown.
- Provide experiences in the situations in which they are to be used.

Difficulty in Establishing and Maintaining Standards of Workmanship

Disadvantaged students often find it difficult to establish and maintain standards of workmanship. These students are not job ready. They are vocationally immature.

Teaching Techniques

- Plan and guide the student in *every* detail.
- During the early stages, choose projects with short-term, attainable goals.
- Set up one goal at a time and approach it step by step.
- Make the work patterns routine in order to promote security.
- When the student becomes frustrated, give some extra help and don't become annoyed with incomplete work and false starts.
- Use praise whenever the pupil shows any indication of progress.
- Have students compete with their own records rather than with other students.
- If the student has difficulty completing work on time, set up a specific time schedule in which the student is to finish tasks within a given interval. Time limits should be consistent with the student's capabilities.

Handicapped Students

Many of the conditions and teaching methods described thus far apply not only to the disadvantaged, but to the handicapped as well. This section will concern itself with the problems unique to handicapped persons, and methods for meeting their common needs.

Common Characteristics and Attitudes Which Affect Learning[4]

Poor Self Concept

Many handicapped people lack feelings of personal dignity and self-worth. Often, they have been unable to accept their disability and have met with negative stereotyping by society. They tend to magnify their shortcomings and minimize their attributes. As a result of this, they may have failed so often that they have feelings of hopelessness.

Suggestions

- Acknowledge the student as a person--as a unique individual.
- TLC--Give the student some extra attention and tender loving care.
- Emphasize anything that can be seen as a positive strength in the student's life.
- Emphasize contributions that the student has made.
- Encourage interpersonal communications.
- Create tasks that will meet with positive reinforcement.

Limited Mobility

Handicapped people may have limited mobility within their own communities. This may be a result of physical limitations and/or lack of knowledge of the mechanics of getting around and of using public transportation. They may lack important information regarding the community's geography, institutions, and places of commerce and industry. As a result they may not view themselves as part of the community.

Suggestions

- Arrange field trips to acquaint the student with the community.
- Arrange simulation games that will familiarize the student with aspects of the community.
- Bring in guest speakers so the student will become acquainted with community members.
- Allow "hands on" activities wherever possible.

Chronic Illness Sensory-Motor Defects

These people may be affected by chronic illnesses and by sensory-motor defects which reduce their effective response to training and placement. They may also possess physical characteristics which can elicit rejection and are often viewed by peers, teachers, and employers as unpleasant. With proper placement, these characteristics may not interfere with functioning on a job. Often the rejection shown these people is caused by prejudice as a result of lack of familiarity with handicapping conditions.

Suggestions

- Encourage the student to set realistic goals within the range of personal capabilities and promote creativity and self-direction.
- Utilize vocational counseling and placement services.
- Begin activities to increase the awareness of teachers, peers, and employers concerning potential problems that the handicapped individual may have.

Unrealistic Goals

Handicapped students may have unrealistic ideas as to what occupational area would be most appropriate for them.

Suggestions

- Utilize vocational counselors for guidance and testing.
- Make vocational materials available so the student will become more aware of career options.
- Encourage goal setting activities so that the student will develop realistic concepts of personal abilities.

Lack of Exposure to Worker Models

Many handicapped youth have not been exposed to models of successful workers, especially handicapped workers, at home or in the community. This would be especially true of the large number of handicapped youth whose families receive public assistance or who suffer from chronic unemployment. Often, because of the handicapping condition, the student and parents may not recognize the student's occupational opportunities.

Suggestions

- Introduce handicapped workers from the community to the student.
- Have workers describe the adaptations they were required to make in order to enter the world of work.
- Develop simulation games to acquaint the student with the world of work.
- Utilize role playing.
- Practice interviewing for jobs--have students fill out job applications.
- Develop community contacts which would encourage employers to hire the handicapped.

Sensory Problems and Compensatory Measures

Many students have auditory problems which are not as severe as being hard of hearing or deaf. Students may have visual problems, which are not as severe as being partially sighted or blind. These students may be learning disabled as a result of interferences or inadequate development of the auditory and visual channels. Methods for helping students who have problems with these sensory channels may be similar to those employed to aid students with more serious handicaps. Therefore, strategies for both will be listed together.

Specialized equipment, and equipment modifications, are listed for the more acute handicapping conditions.[5] Some equipment modifications can be done in shop classes of vocational programs. They are often easily and inexpensively accomplished. For example, students in the shop class can adapt a piece of equipment to make it more useful for a handicapped individual. In the long term, student benefits from such equipment modifications far outweigh the time and cost invested in making them.

Visual Problems

Special methods and materials may be needed to aid the student with visual problems in the classroom.

Suggestions

- Provide supplementary books with larger than ordinary type.
- Use magnifiers, talking books, records, etc., which are available to the legally blind.
- Pair with a student who can assist by tape-recording textbook information which cannot be obtained in braille or large type.
- Read aloud to the handicapped youngster.
- If the student is distracted by extraneous visual stimuli, closing one's eyes and listening is one compensatory method.
- Use the overhead projector, since the image projected is often larger than that which would be visible on a blackboard.
- Be conscious of the visual clarity of duplicated materials.
- Transfer work onto auditory materials to reduce the youngster's anxiety.
- Recommend an optometric examination if uncertain about problem.

Equipment

- Special control dials with the actual, rather than visual markings; brailled controls; use braille tape or raised marks (e.g. dots of glue) which would achieve similar results.
- Auditory rather than visual warning signals.
- Guard plates on power equipment (where feasible).
- Specially designed measuring tools are available and can be considered for visually impaired students on an individual basis (e.g. audible multimeter, audible electronic level, brailled ruler, micrometers modified for fingernail readings).[6]

Auditory Problems

Students who have auditory problems may appear to be inattentive or distracted because they are attracted to every stimulus, regardless of its pertinence to the task at hand. They cannot screen out superflous, extraneous sounds. They may

be recognized as having a short attention span, or as being hyperactive. They may suffer from auditory figure-ground confusion, an inability to "see" all the parts of the stimulus pattern as a meaningful whole. This produces frustration and, perhaps, withdrawal from auditory tasks.[7]

To help youngsters who have auditory problems, whether in auditory discrimination or more seriously in being hard of hearing or deaf, the teacher can make various adjustments.

Suggestions

- Try to limit the amount of external noise which can affect the learning situation.
- Place student in a work area with a minimum of noise and distractions.
- Give student a favorable seat in class.
- Since the student may lipread be sure to face the person when you speak, and do not speak until you have the student's attention.
- Try to speak clearly and precisely, yet avoid exaggerated lip movement.
- Pair the student with another student to review lecture notes.
- Provide the student with tapes and headphones to block out extraneous noise.

Equipment

- Install a red light next to the switch indicating when the machine is in operation.
- Connect bells to a light that turns on when the bells ring (typewriter bells, class bells, timers, fire alarms, emergency stop procedures).

Handicaps and Compensatory Measures

Mentally Retarded

The mentally retarded student can benefit from special materials. Many of the teaching techniques suggested for students who have limited experience in dealing with abstractions, and who are weak in reading and writing skills, apply to the mentally retarded student. For these students proper guidance is essential, since there are a number of jobs which are particularly well suited to mentally retarded students. For example, certain repetitive production line jobs may be better performed by these students than by others who may find them dull.

. Use special textbooks and materials which are adapted for the slow learner.
. Modify textbooks being used.
. Give very systematic instruction to the student, proceeding one step at a time.
. Do *Task Analysis*--Break down each process of a task into its component parts. Define the requirements for mastery of each task, and evaluate mastery before moving on to the next stage. This will eliminate the student's feeling of being overwhelmed by the task.
. Allow as much time as needed to finish the task. If the time spent seems unduly long you may need to break the task down into smaller components.

Suggestions

. Encourage students, wherever possible, so they do not become frustrated with the task.
. Give positive reinforcement after successful completion of the task.
. Present material in an oral rather than written form to eliminate reading problems.
. Repeat material to encourage understanding of the assignments.
. Try to develop feelings of accomplishment in the student as each unit of study is completed.
. Emphasize the use of programmed material and video tape demonstrations to allow the repetition needed by the student without taxing the teachers.

Seriously Emotionally Disturbed

It is important to distinguish between the seriously emotionally disturbed and the socially maladjusted. The primary classification of the latter is disadvantaged (e.g. exhibiting hostile or apathetic behavior). It should also be noted that the emotionally disturbed may be mentally able students who require additional psychological services but who should in no way be labeled as retarded.[8]

. Maintain a supportive social climate in the classroom and encourage peers to support the student.
. Be a model of support and respect for the peer group to imitate.
. Consistently point out and clarify the relationship between the student's behavior and consequences. Do this in a personal interaction with the student.

Suggestions

. Provide opportunities for success; maximize success, minimize failure.
. Provide peer tutor to work with and empathize with student.
. Remove distractions when feasible.

Orthopedically Handicapped

It would be most advantageous for an orthopedically handicapped person to have certain conveniences in the classroom. Many suggestions are listed here and the teacher is encouraged to choose those which are the most feasible in the particular situation.[9]

Suggestions

- If a student has limited use of upper limbs, pair with another student who can make carbon copies of lecture notes.
- Provide for easy access to laboratories.
- Have the student prepare work on transparencies which can be used with an overhead projector. This provides an alternative to tedious chalkboard work.

Equipment

- Batwing faucets that require minimal manual dexterity for manipulation.
- Power tools should have guard devices and machine switches may need to be moved for easier accessibility.
- All semi-stationary equipment should be put on variable height bases.
- Some hand tools can have extra large handles for easy use by a student with weak hands.

Speech Impaired

A speech impairment may lead to many other problems for the student. It will diminish effectiveness in communication by inhibiting the oral expression of ideas. This can elicit ridicule and rejection from peers and produce self-conscious and withdrawn behavior characteristics in the individual.

Suggestions

- Never ridicule or call attention to the student's speech problem.
- Reduce pressures which the person might be experiencing in the classroom.
- Elicit oral expression in a one-to-one setting.
- Provide a good model for the student to listen to and to imitate.
- Provide a comfortable atmosphere in which the student can discuss topics comfortably and feel relaxed.
- Pay careful attention when the person is speaking.
- Provide opportunities for success in non-speech related activities to compensate for problems in speech related situations.
- Refer student to speech therapist.

Guidelines for Planning Vocational Programs for Students With Special Needs[10]

The following guidelines are presented as a summary of the key points to consider in planning vocational programs for disadvantaged and handicapped students. The guidelines cover program planning, teaching practices in various areas, and practices to avoid in the classroom.

Program Planning

- Train for the acquisition of basic employability characteristics.
- Provide academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
- Train at a level of competency which matches the youth's potential.
- Train in an area where the student can master a skill which is salable.
- Where possible, combine training in the school with on-the-job training.
- Be prepared to provide for shorter instructional periods and for longer total time for course completion.
- Be prepared to repeat segments of instruction.
- Make provision for individualized instruction.
- Utilize demonstration lessons and manipulative endeavors.
- Provide for frequent reinforcements of student's progress in learning situations.
- Make certain to treat all aspects of a learning situation; never take for granted the occurrence of incidental learning.
- Place great emphasis upon safety procedures and caution in the use of tools and equipment.
- Ensure an emotionally stable and predictable training environment.
- Make copious use of the prevocational evaluation and the vocational counselor's support.
- Enlist the aid of parents, community members, workers, and agencies.

Teaching Practices

- Seek student participation in planning the learning activities.
- Encourage students to seek additional knowledge by asking relevant questions.
- Find out what the student knows and begin with this in further teaching.
- Keep in mind that daily assignments involving specific meaningful tasks are the most effective.
- Utilize manual activities.

- Provide more frequent evaluations of student progress and more remedial work.
- Utilize teaching aids.
- Attempt to discover the areas of special interest of the individual student and utilize these as an incentive for learning.
- Assign students to the jobs that they want to work on.
- Assign a minimum of book work.
- Keep in mind that student goals are to be considered in the long range planning of the course.
- Get involved with the student.
- Utilize teaching methods that require demonstrations.
- Make use of mini-course teaching.
- Maintain a structured classroom situation in which the student can function.
- Show students the purpose of each assignment and relate assignments to things that are important to them.
- Relate instruction to students' lives and cultures when possible.
- Plan repetition for reinforcement.
- Use a variety of methods to prevent boredom and facilitate learning.
- Capitalize on getting students to give you their ideas and encourage participation at all times.
- Keep presenting the information in small steps, and be sure that the student has achieved an acceptable degree of success before moving on to the next step.
- Always acknowledge all student responses whether correct or incorrect. Be careful not to use comments that "put down" the student, as, "How could you say that?"
- Provide feedback that is immediate and specific to the student's response.
- Allow the student to proceed in a self-paced manner.
- Return all assignments promptly and communicate something on each assignment as a personal message to the student such as praise or encouragement, etc.
- Offer as much work or laboratory related experiences as possible.
- Use guest speakers and people that the student can relate to as "motivators."

Instructional Materials

- Provide reading material with easy vocabulary and with sentence structure and content suited to the student's age level, interests, and experience.
- Provide a core of material within the program that reflects the position of industry.
- Prepare instructional materials in shorter units of work.
- Be aware that students may not readily see relative generalizations or meanings and plan instructional materials accordingly.
- Utilize real visual objects and other concrete and lifelike teaching aids whenever practical in the instructional program.
- Allow students to use tape recorders, radio, and TV.

Discipline

- Seek student participation in establishing desirable standards of conduct.
- Set up a minimum number of ground rules and guidelines which will clearly define behavioral limits and penalties for violation. Adhere to these principles and rules.

Employment

- Consider job placement in the community as a factor in motivating the student.
- Provide realistic examples of job placements in various occupational areas.
- Have people from industry come in and relate actual experiences.
- Arrange field trips into the business and industrial community to give youngsters a chance to see work areas.
- Encourage students to personally interview employees concerning job duties, feelings, and strengths and weaknesses of the job.

Teacher Attitude

- Accumulate and analyze all available information relating to the student.
- Be patient and encouraging in word and manner.
- Maintain an awareness of the importance of eye-contact and body language which might underscore what you are saying.
- View each student as an individual and make an effort to understand personal problems.
- Work at building respect between student and teacher. Talk at a level which the students can understand.
- Use language that the student can understand and use in self-expression.
- Restrict yourself to constructive criticism.
- Tell the students, in detail, exactly what is expected of them and how they will be able to meet these responsibilities. Let them know where they stand regarding their responsibilities.
- Treat all efforts with respect.
- Pay attention to the slow students or those who cannot keep up.
- Commend all students for good work, giving praise and encouragement and showing real interest in accomplishments and progress.

Student Attitude

- Encourage student initiative, originality, and independence.
- Encourage appreciation for the abilities of other individuals.
- Encourage divergent thinking.
- Promote a realization of self-worth.
- Be alert for any opportunity to praise the student.
- Encourage students to express their own opinions.
- Provide a success oriented program. Strive to maintain learning situations in which students will succeed and experience personal satisfaction.
- Keep the student aware of progress at all times and provide reasons to succeed.

Practices to Avoid

- Do not be irritated by symptoms of lack of interest, tension, discouragement or mild disorder which diminish as the students are given learning activities that are appropriate to their capacities, abilities, and interests.
- Do not criticize a student in the presence of peers.
- Do not be condescending or patronizing.
- Do not judge by middle-class standards or impose your individual values on students.
- Do not be narrow minded or biased.
- Do not be authoritarian.
- Do not subject the students to changes without advanced notice.
- Do not expect consistent progress toward more acceptable standard social behavior. Environmental influences will precipitate regressions in behavior.
- Do not be afraid to admit your own mistakes.
- Do not expect to reach every student.
- Do not let your own problems get in the way of good discipline.
- Do not back yourself or a student in a corner. Always leave a way out.
- Do not take slight irregularities of conduct too seriously.
- Do not limit the class to one type of classroom procedure.
- Do not give the student meaningless tasks from which little progress in learning can be expected.
- Do not attach permanent importance to initial expressions of student hostility and/or indifference which may be a student "front" for mistrustfulness or insecurity.
- Do not, in conversations, correct student's speech or manner of speech, especially in the presence of others.
- Do not measure achievement in terms of only grades.
- Do not compare students with each other.
- Do not threaten or argue with a student in class.
- Do not be sarcastic or critical. Praise the student for accomplishments.
- Do not use words which reflect hostility, sharpness, suspicion, apathy, or disrespect.
- Do not be overly familiar, rude, sarcastic, or unfriendly.
- Do not do things that you do not want the student to do. Use integrity and honesty. BE A GOOD MODEL!

NOTES

1. Communications with Ruth Slomer and Donna Wright of the Diagnostic Center at Aims Coummunity College, Greeley, Colorado, contributed greatly to this chapter.

2. National Commission on Resources for Youth, Youth Tutoring Youth Projects.

3. Frank Riessman, Helping the Disadvantaged Pupil to Learn More Easily. (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1966).

4. Programs for the Disadvantaged and Handicapped, North Carolina State Department of Public Instruction, Division of Occupational Education, (Raleigh, North Carolina, 1974).

5. A portion of this section is based on: Claire Olson Szoke, To Serve Those Who Are Handicapped (Champaign, Illinois: Technical Education Research Centers/Midwest, 1973).

6. Aids and Appliances, 18th ed., American Foundation For The Blind (New York, 1973 'list of specialized tools').

7. Robert R. Farrald and Richard G. Schamber, Handbook 1: A Mainstream Approach to Identification, Assessment, and Amelioration of Learning Disabilities (Sioux Falls, South Dakota: ADAPT Press, Inc., 1973), p. 131.

8. Claire Olson Szoke, To Serve Those Who Are Handicapped (Champaign, Illinois: Technical Education Research Centers/Midwest, 1973).

9. For details on recommended modified home economics equipment for the handicapped see: Elizabeth May, E. R. Neva, E. M. Boettke, Homemaking for the Handicapped (New York: Dodd, Mead, 1967).

   And Helen E. McCullough and Mary Farnham, Kitchens for Women in Wheelchairs: Circular 841 (Urbana: University of Illinois, Extension Service in Agriculture and Home Economics, 1961).

10. Programs for the Disadvantaged and Handicapped, pp. 3-9.

CHAPTER IV
RUCTIONAL MATERIALS

tting in a classroom for 180 days listening
ctures or memorizing facts that do not seem
levant to their lives can be an intellectually
deadening experience.

The Foundations for
Exceptional Children

Instructional materials must be matched to the unique learning characteristics of the student . . . the judgment of appropriateness of instructional materials rests with the teacher who examines, evaluates, and selects on the basis of meeting specific, well-defined instructional needs of individual youngsters.

Robert Farrald
Richard Schamber

Obtaining instructional material for students with special needs can be approached from two directions: (1) modifying existing materials and (2) acquiring materials which have been designed specifically for use by students with special needs.

Modification of Existing Materials

Frequently, regular curriculum materials for occupational information and vocational skill preparation classes can be adapted for students manifesting various handicapping conditions.[1] Such materials are particularly useful for regular vocational teachers who have classes consisting of both "regular" and special needs students. Adaptations might include:

(1) Brailled, thermo-formed or large print versions of regular material.

(2) Written versions of taped material.

(3) Taped versions of written material. This would be beneficial to any students who have reading problems and who can comprehend better if material is presented in oral rather than written form.

(4) Simplified versions of regular instructional material using simple vocabulary and sentence structure, step-by-step progression of instructions, and frequent use of simple diagrams.

(5) Preparation of a vocabulary list of essential vocational terms necessary for mastery of a particular course, written at a very basic reading level. This glossary could be used by the student both in the vocational class and in English or other academic classes.

Instructional Materials for Students with Special Needs[2]

In addition to the adaptation of already existing materials, many vocationally oriented instructional materials for students with special needs have been developed. It is beyond the capability of this publication to provide a complete and appropriate listing of vocational materials which

are available for use with special needs students. Therefore, this section is an attempt to provide a *sampling* of useful material which is available to teachers.

The following list has been compiled from a variety of sources. A brief description of the materials and the source are included. Teachers should contact the source to secure information on price and availability of materials. It is suggested that all materials be examined prior to purchase.

TITLE: Job Corps Occupational Training Guide, 1973

CORPORATE AUTHOR: Job Corps.

RELEVANT TO: All Occupational Areas.

COMMENT: This Guidebook contains a complete reference set of Occupational Training Guides developed within the Department of Labor Job Corps training program. Each Training Guide reflects minimum job entry-level requirements as well as the latest state-of-the art technology of the specific occupation. Each Guide states the minimum amount and type of training that an individual must accomplish to become employable at minimum entry-levels in a specific occupation. Each Guide serves five primary purposes:

1. To state the general *Occupational Tasks* necessary for a person to successfully perform at entry level in the occupational area.
2. To state the general *Education and Technical Knowledge* that a person must know to successfully accomplish the occupational tasks.
3. To state the general *Job Physical Profile* requirements related to the occupational area.
4. To state the *Attitudes and Professional Ethics* necessary for each individual to develop to become an entry level employee.
5. To indicate the *Proficiency Level* the individual must reach in each training element to meet minimum job entry level requirements. Each training element was derived and developed from the *Dictionary of Occupational Titles, D.O.T., Supplements, Occupational Outlook Handbooks, Handbook of Analyzing Jobs,* and other Career Guidebooks prepared by the U. S. Department of Labor.

The following is an excerpt from the Job Corps Occupational Training Guide. It is the training guide for an Automobile Front End Person, as it appears in the Guidebook. Teachers can send for the training guide for a particular occupation by referring to the identification number which appears in the Alphabetical Index on pages 56-57 of this handbook.

SOURCE: Job Corps, Development Division Manpower Administration, U. S. Department of Labor, 1111 18th Street, N. W., Washington, D. C. 20210.

Department of Labor
Washington, D. C.

Occupational Training Guide 440.188
January, 1973
DOT Code 620.261

AUTOMOBILE FRONT END MAN

TRAINING ELEMENTS

Safety

1. Apply safety precautions for shop practices and first aid procedures
2. Select and wear appropriate clothing and safety equipment
3. Clean and maintain work area free of oil and grease

General

4. Use and care for all automotive shop hand tools, work equipment
5. Use tools and measurement devices to test and adjust front ends
6. Select and use various fasteners common to automotive repair
7. Use various welding equipment
8. Set up and operate common power tools and machinery
9. Read and interpret motor, repair and parts manuals
10. Know and understand the physical principles of rotary motion

Chassis and Rear Axle Housing Assembly Division

11. Align wheels, axles, frames, torsion bars and steering mechanisms of automotive vehicles
12. Drive automotive vehicle onto wheel alignment rack and test vehicle for faulty wheel alignment
13. Straighten axle and steering rod
14. Adjust shims, tie rods and joining pins to align wheels
15. Select and use hand tools to fit and install new parts
16. Place wheel on balancing machine and balance wheels
17. Install shock absorbers
18. Straighten frame using hydraulic jack, chassis aligner and acetylene torch
19. Complete test report sheets
20. Road test vehicle

ATTITUDES AND PROFESSIONAL ETHICS

1. Demonstrate correct safety practices on the job
2. Maintain appropriate personal hygiene and appearance
3. Arrive on the job on time
4. Is on the job every day
5. Perform work of consistently good quality
6. Function cooperatively with fellow workers
7. Treat others courteously
8. Work with even temperament
9. Accept constructive criticism
10. Follow instructions willingly
11. Deal well with supervision
12. Willingly work unusual schedules when required
13. Handle proprietary information discreetly; respect confidences
14. Respect worth of equipment, company and personal property

EDUCATION AND TECHNICAL KNOWLEDGE

1. Carry out instructions furnished in written, oral or diagrammatic form
2. Deal with problems defining numerous specific tasks from standard practices
3. Make arithmetic calculations, including fractions, decimals and percentages
4. Read manuals and write reports, using proper sentence structure
5. Pass written and manual driving operator's examination

JOB PHYSICAL PROFILE

1. Able to lift 20 lbs. maximum; carry objects up to 10 lbs.; walk & stand continuously
2. Able to use fingers, hands, arms to reach, handle and feel able to use back muscles and legs to stoop, kneel, crouch, crawl
3. Able to see both near and far and to function efficiently to depth perception, vision field, accommodation and color vision
4. Work indoors, protected from weather conditions

OCCUPATIONAL TRAINING GUIDE

Alphabetical Index

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Accounting Clerk	440.105
Air Conditioning Installer	440.79
Air Conditioning & Refrigeration Mechanic	440.78
Automobile Body Repairman	440.80
Automobile Engine Overhaul Specialist	440.107
Automobile Front End Man	440.108
Automobile Parts Clerk	440.70
Automotive Service Repairman	440.82
Automobile Transmission Mechanic	440.109
Automobile Tune-up Man	440.110
Automotive Mechanic's Helper	440.81
Automotive Painter & Refinisher	440.106
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Barber	440.111
Bindery Worker	440.112
Bookkeeper	440.113
Bookkeeping Machine Operator	440.114
Brick & Stone Mason	440.83
Building Maintenance	440.39
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Business Programmer	440.133
Cafeteria Floor Worker	440.127
Calculating Machine Operator	440.99
Carpenter, Construction	440.—
Cashier	440.116
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Cement Mason	440.85
Central Office Operator	440.118
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Clerk-Typist	440.86
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Counselor Aide	440.130
Counter Worker	440.126
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Day Care Aide	440.134
Day Worker, Domestic	440.135
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Diesel Mechanic	440.139
Dietary Aide	440.140
Dispensary Clerk	440.141
Draftsman	440.73
Duplicating Machine Operator	440.75
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Electronic Assembly Inspector	440.142
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Elementary Care Aide	440.144
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File Clerk	440.147
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Forklift Operator	440.74
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Heavy Equipment Earthmoving Operator	440.151
Heavy Equipment Operator	440.92
Histological Technician	440.152

Alphabetical Index, Cont'd.

Occupational Training Guide Title	Job Corps Ident. #
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Hospital Housekeeping Aide	440.156
Hospital/Nursing Home Food Service Aide	440.154
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Hospital Trayline Worker	440.194
Hotel-Motel Maid	440.157
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Information Clerk	440.189
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Painter	440.97
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Occupational Training Guide Title	Job Corps Ident. #
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Registered Nurse	440.180
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Small Appliance Repair	440.186
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Teacher Aide	440.190
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Truck Driver, Heavy & Light	440.67
Typist	440.193
Vending Machine Repairman	440.196
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Video Operator	440.198
Waiter-Waitress	440.101
Ward Clerk	440.199
Warehouseman & Materials Handler	440.66
Welder	440.102
Wig Stylist	440.200
X-Ray Technician Aide	440.201

TITLE: How to Get a Job

CORPORATE AUTHOR: American Visuals Corporation, New York.

RELEVANT TO: Disadvantaged and Handicapped.

COMMENT: Comic-book-like materials with title headings such as: "Forget the Hangups," "Where to Look for a Job," "Use the Employment Agencies," "How to Follow-Up a Lead," "When You Get An Interview."

SOURCE: Colorado Division of Employment, 1210 Sherman Street, Denver, Colorado, 80203, telephone number: 893-2400 or Local Employment Agencies.

TITLE: The Job Scene

CORPORATE AUTHOR: American Visuals Corporation, New York.

RELEVANT TO: Disadvantaged and Handicapped.

COMMENT: Comic-book-like materials for individual occupations. There is a booklet for each of the following occupational areas: Health Work, Dairy Products, Electronics Worker, Motor Transport, Public Utility, Office Machines, Clerical Work, Drafting, Auto Mechanics, Hotel and Restaurant, Furniture Making, The Food Field, Retail Sales Work, and Fabricated Plastics.

SOURCE: Colorado Division of Employment, 1210 Sherman Street, Denver, Colorado, 80203, telephone number: 893-2400 or Local Employment Agencies.

TITLE: Audio-Visual Catalog, 1970

CORPORATE AUTHOR: Colorado Division of Employment.

RELEVANT TO: Vocational Students.

COMMENT: This is a catalog of films which are available through the Division of Employment. Films should be requested two weeks in advance. The following pages list 16 mm films which are most appropriate for the target population.

SOURCE: Colorado Division of Employment, 1210 Sherman Street, Denver, Colorado, 80203, telephone number: 893-2400 or Local Employment Agencies.

FILMS

A Chance to be Somebody

Camp life in the Job Corps. Shows the feelings of many boys regarding dropping out of school, their life in the Job Corps, and what the Job Corps has to offer regarding education, training, safety, etc. Shows interest of the staff and feelings of one parent.

A Morning for Jimmy

This film depicts the forces at home which Jimmy encounters in trying to see his way clear in the matter of forging ahead to overcome his experiences related to discrimination. Recommended for adults and secondary level schools.

Another Way

Covers one week on a Job Corps center, concentrating on Corpsmen government. Also has several of the youth who run for office on the center tell why they joined Job Corps, what it has meant to them, etc. The three young men who seek office are black, white and Hispano.

Applying for a Job

Shows youth the right way to apply for a job. Film is presented from employer's point of view. Shows the things many young people say and do during an interview which impair their chances of getting the job the employer has to offer. Youthful viewers can identify with the various roles and situations shown, see what mistakes are being made and how to correct them. This is followed by a sequence showing the right way to apply. The youth in this film are all YOC applicants.

Hispanic Heritage

Traces the Hispanic heritage in New Mexico and Colorado, and points out the contributions of the Hispano to the West. Excellent for training and broadening attitudes, and improving understanding of minorities.

Jimmy

Shows six weeks in the life of Jimmy Douglas, high school sophomore, and brings out characteristics of dropouts. This is a boy with abilities, but a poor attitude who has a desire for things that school cannot immediately give him, such as expensive clothes and a car. Jimmy finds a job in a car wash which presents obstacles to him in that it is a low level type of work with no future, and the weather affects the amount of work he can get in. Jimmy visits the neighborhood Employment Center and becomes a challenge to the counselor, the Center Director and the field worker, and from their efforts he returns to school, but the story does not end here.

Job Corps and You

Shows youth how to gain work experience and occupational training away from home; the Job Corps center settings; the types of work experience, occupational and educational training offered; other basic information as home leave, pay and recreational activities.

Man and the Job

Opening statements by the three Commissioners. In an attempt to show the many facets of the Employment Service, the story tells of a new plant of a refrigeration assembly firm moving into the community. Points that are touched upon are the needs and uses of local labor information, older worker programs, handicapped worker programs, testing and counseling, master orders, the Dictionary of Occupational Titles, clearance, selection and referral and monthly job market reports. Cooperation and teamwork are emphasized here.

Power of a Pot Roast

Tells the story of one man who is temporarily laid off from his job and is facing six weeks without income. He hesitatingly applies for Unemployment Insurance, which he finds to be of great help to him so that his savings will not be completely depleted, and yet he does not feel like he is on charity. The film points out the need for helping the community and the country through Unemployment Insurance. This film basically shows how Unemployment Insurance works and its objectives.

Road Ahead, The

Essentially a film which urges high school dropouts to return to school and get their diploma (or GED). Tells story of two young men (Tim McKenzie, white, and William Hooks, Negro) who are laid off when elevators they have been piloting are converted to automatic. Shows the problems they encounter when they begin to find other jobs. Tim is a high school dropout. William feels he is discriminated against because he is a Negro. Shows how both solve their job problems.

There Must be a Catch

MRD - employer practices exaggerated employment qualifications for machine operators in a coffee packaging plant. Depicts the frustration of a foreman trying to get the work out and the Employment Service who tries to get a disadvantaged young man placed, and the frustration of this youth in trying to find a satisfying job.

Your Job: Applying For It

Interviews with workers of varying ages and education show that the way to apply for a job and get it is by following a planned procedure which includes getting enough good leads, sticking with it, selling yourself and making the most of what you have.

Your Job: Finding the Right One

Shows how young people can locate jobs suited to their needs and abilities, how time and effort can be saved by a clear appraisal of abilities and interest, as well as past and future training. The film also shows how to organize a plan of action that will get the "right job."

Your Job: Fitting In

Challenges the viewer to decide how he would respond to each situation, after witnessing the action of an employee who is fired for doing "too little" and the actions of an employee who is fired for trying to do "too much."

Your Job: Getting Ahead

Experienced workers, interviewed at their jobs, give tips on getting ahead--tips that are applied by a young man entering on a career as a newspaperman. Frankly, and sincerely answers questions about changing jobs, recognizing dead-end jobs, picking areas for advancement and planning for additional education.

Your Job: Good Work Habits

An interview with two high school graduates on their first full-time job helps us recognize work of good quality, done with safety and satisfaction. Illustrates how good work habits, such as working steadily, concentrating, and planning ahead, can lead to promotion, a raise and other benefits.

Your Job: You and Your Boss

Shows the relationship between worker and boss from both points of view. Interviews with supervisors and employees at their jobs answer many of the important questions faced by young people regarding dependability, familiarity, and authority. Bosses and employees tell the qualities they expect from each other.

What's In It For Me?

This is the story of too many young Americans, untrained, undereducated, and unemployed. Without help these youths will be stranded in the scrap heap of our society. This film shows what happens when young people like these have a chance. Many of the youths in this film are actual school dropouts whose lives parallel the screen story. They were drifting, getting nowhere until the Youth Opportunity Center reached out to help.

When I'm Old Enough--Goodbye

This is the story of Doug, a bright, ambitious, likeable young man who quits school and gets a monotonous no-future job. He later is laid off because of automation and drifts from job to job while his school friends are learning and doing the things that youngsters do to have fun. This movie vividly and dramatically presents the frustrations of the dropout. He faces up to his problem by going to an Employment Service Counselor.

OCCUPATIONAL FILMS

Appliance Repair

Opens with dialogue featuring route repairman and helper at work during an emergency repair call in private home; shows number of job sites and work situations in repair shops on both small and major appliances from steam irons to electric stoves, etc.

Automotive Trades

This fast moving film offers a fresh and dramatic insight into the many interesting and rewarding jobs in the automotive trades. Actual job duties are described as work is performed. Shows pit mechanics, tow truck driver, garage service department, etc.

Business Machine Operators

Opens in business office of large organization; shows entry jobs and entry workers using various machines; briefly explains jobs and gives factual information on careers ladders; also shows data processing machine operator being trained on the job to move up into the computer field.

Cooks & Chefs

Shows job sites on trains, planes, ships, restaurants, schools, hospitals, etc. Shows NOTA-trained short order cook on his first move up the ladder and carefully defines the career and pay potentials.

Drafting

Shows young men and women at drafting boards in a construction engineering firm receiving work assignments, etc. Discuss tasks involved in construction of a suspension bridge. Strong emphasis on team work and fact that apprentice draftsmen are being assisted by employers to obtain education needed to become designers and supervisors.

Health Services

Shows the wide range of jobs in the health field, particularly in hospitals. Emphasizes opportunities for promotion within the health field.

Machine Trades

A graphic presentation of the many job opportunities for beginners in this field. Shows entry workers employed alongside experienced craftsmen; also shows a number of machinists' jobs in tool and die making and a young woman operating a grinding and polishing machine.

Sales and Merchandizing Careers

Shows career opportunities in sales and merchandising occupations; how entry jobs fit into the career ladder; work settings; levels of occupations and information about preparatory work experience available through part-time work or a summer job in the retailing industry.

Welding

Opens in burst of color with close-up of spot welding in shop; shows manual, horizontal, and vertical welding; job sites in shipyard; shows automatic trackrod, flexcore, and short-arc welding; boiler welding and welding on fork lift trucks, aircraft, uses of heliarc equipment, etc.

TITLE: Catalog of Films, Colorado State Library--Film Service 1974.

CORPORATE AUTHOR: Various authors.

RELEVANT TO: Disadvantaged/Handicapped Students.

COMMENT: Requests for films are honored when they come through local libraries on the established request forms. The following is a list of films which are available and which are appropriate for the target population.

SOURCE: Colorado State Library Film Service, 1362 Lincoln Street, Denver, Colorado 80203; telephone number: 892-2171.

ALCOHOLISM

Alcohol
Fifth Street: Skid Row

BUSINESS ETIQUETTE

How to Lose Your Best Customer without Really Trying
If an Elephant Answers

DROPOUTS (EDUCATION)

Mike Makes His Mark
No Reason to Stay

DRUGS

Acid: LSD
The Answer is Understanding
Anything for Kicks
Are Drugs the Answer?
Beyond LSD
Curious Alice
Darkness, Darkness
A Day in the Death of Donny B.
A Day with Bill Cosby
Drug Abuse
Drug Abuse: Everybody's Hangup
Drug Abuse: One Town's Answer
Drugs and the Nervous System
Hallucinogens
Hooked
Marijuana (BFA 34 min.)
Marijuana (Single Concept Series)
Marijuana: The Great Escape
Narcotics
Rapping
Scag: Heroin
Sedatives
Slow Death
Speedscene: The Problem of Amphetamine Abuse
Stimulants
Tripping
Up/Downs: Amphetamines and Barbituates
Volatile Substances
Weed: Marijuana
What Do Drugs Do?

DRUGS--SOCIAL IMPLICATIONS

Acid: LSD
The Answer is Understanding
Anything for Kicks
Are Drugs the Answer?
Beyond LSD
Darkness, Darkness
A Day in the Death of Donny B.
Drug Abuse: Everybody's hangup
Drug Abuse: One Town's Answer
Hooked
Marijuana (BFA 34 min.)
Narcotics
Rapping
Scag: Heroin
Slow Death

EMPLOYMENT

Getting a Job is a Job
Job Interview

HANDICAPPED

Becky
Early Recognition of Learning Disabilities
Kevin
Leo Bouerman
Reaching Out
Stress: Parents with Handicapped Children
They Call Me Names
Visual Perception and a Failure to Learn
What Color is the Wind?
What Do You Do when You See a Blind Person?

HEALTH AND HYGIENE

Cleanliness and Health
Facts about Backs
It's Your Heart

POVERTY

Children Without
Fifth Street: Skid Row
Forgotten American
I'm Here Now
Lament of the Reservation
Losing Just the Same
No Handouts for Mrs. Hodgepath
The Pride and the Shame
Remedy for a Riot
What Harvest for the Reaper?

PREJUDICES AND ANTIPATHIES

Bill Cosby on Prejudice
The Prejudice Film
Where is Prejudice?

PREJUDICES AND ANTIPATHIES--AMERICAN INDIANS

How the West was Won...And Honor Lost
Lament of the Reservation
Treaties Made, Treaties Broken

PREJUDICES AND ANTIPATHIES--BLACKS

Black and White: Uptight
Black History: Lost, Stolen, or Strayed
Black Pride: The Emerging American Negro
Losing Just the Same
Trumpet for the Combo

PREJUDICES AND ANTIPATHIES--MEXICAN AMERICANS

Chicano
Voice of La Raza

SAFETY EDUCATION

Anatomy of an Accident
Away We Go
Before It's Too Late
Don't Take Chances
Girls Beware
Hot Stuff
Momento
Nobody's Victim
Ride One
Slips and Falls
Some Days You Can't Make a Nickel
What'll You Do If?

UNEMPLOYED

Lament of the Reservation
Only the Beginning
The Pride and the Shame

VOCATIONAL GUIDANCE

Anything You Want to be
Career Education
Challenge of Change (Penn. State)
Engineering...Challenge of the Future
Filing Procedures in Business
Getting a Job is a Job
In a Medical Laboratory
It's All in a Day's Work
Job Interview
Key to the Future
Miner
The Most Important Business in the World
Nobody Knows Everything
Salesmanship: Career Opportunities
You and the Aerospace Future

VOLUNTEER WORKERS

No Man is an Island
The Volunteer Story

WORK

Night People's Day

TITLE: Catalog 1975, Special Education Materials for the Disadvantaged and Slow Learners--Adult Basic Education Materials

CORPORATE AUTHOR: Frank E. Richards Publishing Co., Inc.

RELEVANT TO: Disadvantaged and Handicapped Students.

COMMENT: It is suggested that the teacher request a free copy of the 1975 catalog which provides an overview and description of appropriate materials. The following are excerpts from the catalog.

SOURCE: Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088.

PRE-VOCATIONAL & VOCATIONAL

EXAMINATION COPIES SENT ON REQUEST

I Want A Job*

(New Edition) Partial Content: Getting a Job – Getting My Social Security Card – Finding Out About Jobs – Applying for a Job – Having an Interview – Getting a Work Permit – Keeping My Job.

Authors: Margaret W. Hudson, Ann A. Weaver (Major)

Order No. 148 Paper Cover $1.50

I WANT A JOB TRANSPARENCIES
Order No. 191 $35.00

On The Job*

A sequel to I Want A Job. Partial Content: Being a Successful Worker – Getting Ready to Go to Work – Dressing for Work – Doing a Good Job – Being Reliable – Making Mistakes – Keeping Safe at Work.

Authors: Margaret W. Hudson, Ann A. Weaver (Major)

Order No. 157 Paper Cover $1.50

Getting Ready For Pay Day* – (3 books)

Book 1 – *Checking Accounts.* Partial Content: How I Make My Money – What Is a Bank – Opening a Checking Account – Writing Checks – Keeping a Record – Endorsing a Check.

Order No. 126 Paper Cover $1.50

Book 2 – *Savings Accounts.* Partial Content: Spending My Money – Opening a Savings Account – Making a Deposit – Taking Money Out of My Account – Finding the Total of My Savings – Letting My Money Work for Me.

Order No. 127 Paper Cover $1.50

Book 3 – *Planning Ahead.* Partial Content: Pay Day – My Budget – The Easy Way to Plan – Taking Care of My Needs – Making Out a Budget.

Authors: Margaret W. Hudson, Ann A. Weaver (Major)

Order No. 128 Paper Cover $1.25

The Getting Along Series of Skills*

Author: Thomas Mooney, Managing Editor, Special Education Department, American Education Publications.

Author of Revised Edition: Edson L. Carstens

Five Effective Workbooks stressing achievement in Reading, Spelling and Arithmetic.

Vol I –	AFTER SCHOOL IS OUT	Order No. 121	$1.75
Vol II –	AL LOOKS FOR A JOB	Order No. 122	$1.75
Vol III –	A JOB AT LAST	Order No. 123	$1.75
Vol IV –	MONEY IN THE POCKET	Order No. 124	$1.75
Vol V –	FROM TIRES TO TEETH	Order No. 125	$1.75

TEEN-AGERS AT WORK*

Author: Yvette Dagn

An introduction to a work study program. A variety of instructional materials in English, Arithmetic and Social Studies makes this more than just a typical job orientation workbook. Author Yvette Dagn, Coordinator, Special Education Department, Hempstead High School, Hempstead, New York.

Partial Content: Working in the School Cafeteria – A Gas Station Attendant – Bakery Work – Tom – A Supermarket Helper – Vera Helps to Make Doughnuts – A Shopping Clerk's Job – Hospital Tray Girls – Workers' Holiday.

Order No. 164 Paper Cover $1.75

Getting And Holding A Job*

Author Bernard Schneider, Chairman, Dept. of Special Education, Uniondale Public Schools, Uniondale, N.Y.

A comprehensive workbook developed especially for the Young Adult getting ready to enter the business world. After study, the book is designed to be retained by the reader as a source of special information later on such matters as fringe benefits, social security, unions, methods of salary payment, payroll deductions, federal income tax and the like.

Order No. 130 Paper Cover $1.75

Mack Works In A Clothing Factory*

Author Benjamin Pasch – Teacher Special Education, New York City Schools.

The story of Mack's experience after leaving school. He finds employment in the garment industry and learns the problems faced by the employees and employer and the adjustments in meeting them.

Order No. 190 Paper Cover $1.75

Jobs From "A" To "Z"

Author Yvette Dagn Coordinator Special Education Department, Hemp stead High School, Hempstead, New York. Author Special Class workbooks.

A graphically illustrated workbook designed to stimulate interest in, and familiarize the student with, a wide variety of occupations while developing basic reading comprehension skills.

Order No. 167 Paper Cover $1.75

GENERAL & SOCIAL ADJUSTMENT

EXAMINATION COPIES SENT ON REQUEST

Family Life*

Two social adjustment textbooks prepared for use with the EMR students in their last year or years in school.

Book 1 – Partial Content: Wedding Bells – Finding an Apartment – Buying Furniture – Budgeting – An Accident – Out of Work – A Job and a Surprise – Moving – Breaking a Habit – Sue's Mother-in-Law – Adult Education – Keeping Up With the Langs – Vacation – Neighbors – Bringing Up the Children – Review of New Words.

Book 2 – A sequel to FAMILY LIFE, Book 1 – Partial Content: Allowances – Kathy – Adult Education – The Wallet – Baby Sitting – Trouble With Reading – Temper – Insurance – Mary Jane – Going Places – Going Steady – A New Job – Late Every Night – Advice – Working at Home – Kathy's Trip – Happy Anniversary – Class discussion Sections.

Both Book 1 and Book 2 have extensive practice or workbook materials available with them.

Author: Helen R. Prevo

Order No. 110	Book 1	Paper Cover	$2.00
Order No. 111	Workbook for Book 1	Paper Cover	$1.50
Order No. 112	Book 2	Paper Cover	$2.00
Order No. 113	Workbook for Book 2	Paper Cover	$1.50

Work For Everyone*

Author: Helen Prevo

Illustrator: Arthur Lange

A vocational workbook in which fourteen young adults discuss their experiences in obtaining employment and descriptions of their jobs. Exercises and tests.

Order No. 189 Paper Cover $1.75

Manners

A social adjustment workbook designed for use with special classes dealing with the concept of good manners and consideration for others.

Author: Helen Prevo

Order No. 153 Paper Cover $1.75

Order No. 154 Teacher's Key $1.25

You

YOU is a hardbound social adjustment textbook written to help young people understand themselves, create a better self-image, and improve their self-control, social skills and attitudes. Through oral reading of the text and in discussion of topics taken from the reading, YOU is designed so that all members of the class, non-readers and low-level readers as well, can take part. The non-readers and low-level readers can also do all of the workbook exercises except the word recognition pages.

Partial Content: What is Personality? – How Do You Get Your Personality? – Can You Change Your Personality? – Growing Up – Your Body – Your Thinking – Your Emotions – Your Conscience – Your Sense of Humor – Facing Your Problem – Thinking it Through – Talking it Over – What Are You Like? – How Do You Look? – How Do You Talk? – How Do You Act? – How Do You Think? – The Emotions of Hate and Anger – The Emotions of Fear – The Emotions of Pleasure – Friends of Society – A Glossary of Terms Used Throughout the Book. Junior and Senior high school chronological age levels.

Author: Clare Trenkle, Instructor in Special Education, Newark State School, Newark, New York.

Order No. 182 textbook – hardbound $5.50

Order No. 183 workbook – paper cover $1.75

All About The Hall Family*

A basic reader workbook for adults beginning at the literacy level. The book is valuable to anyone whose reading comprehension is less than grade 4. Units 1 – 5 are planned for learners on the primer and first grade level in reading. Units 6 – 10 are suitable for all who need motivation on the second and third grade levels.

The stories relate everyday activities of a worker and his family. The ideas will not become obsolete and the experiences presented are common to readers of all races and regional backgrounds.

The vocabulary of the stories consists of 479 different words, exclusive of "s" variances. Review stories in each unit and the two final stories in Unit 10 contain no new words. Vocabulary tests of all words are included at the end of each unit.

A separate guide to work tests is provided. Comprehension exercises test word recognition, understanding of phrases and sentences, and level if the reader interprets the material accurately. Independent recognition of words is developed through a sequence of exercises that utilizes the vocabulary of the story to enable the student to:

(1) see the structure or form of letters, words, and phrases
(2) recognize consonants and blends that begin and end words

Author: Dr. Eva C. Mitchell (retired) – Chairman of the Department of Elementary Education, Albany Parish, Hampton, Virginia. Instructor in Basic Adult Education over 20 years. Contributing author to 1966 Office of Education Guide Book.

Order No. 103 Paper Cover $3.95

Service Occupations*

The academic underachiever has more opportunity than ever before in the history of the job market in the United States. According to the most recent statistics from the United States Department of Labor, the greatest increase in job opportunities will take place in service occupations. The job action is here and this workbook tells step by step just how any young adult can make an important place in himself or herself in today's world. Although dealing with mature subject matter, the vocabulary is controlled at a low reading level.

Kathryn Hunter, formerly a weekly newspaper editor and publisher, is now a member of the faculty at the University of Akron. She is a graduate of Ohio Wesleyan University and holds a MS degree in guidance counseling from the University of Akron. Listed in Who's Who of American Women, Who's Who in the Middle West, Who's Who of Community Leaders.

Sara Throod, Ph.D., Director of the Learning Center, a private clinic, author, teacher, at elementary, secondary and university levels.

Order No. 302 $1.95

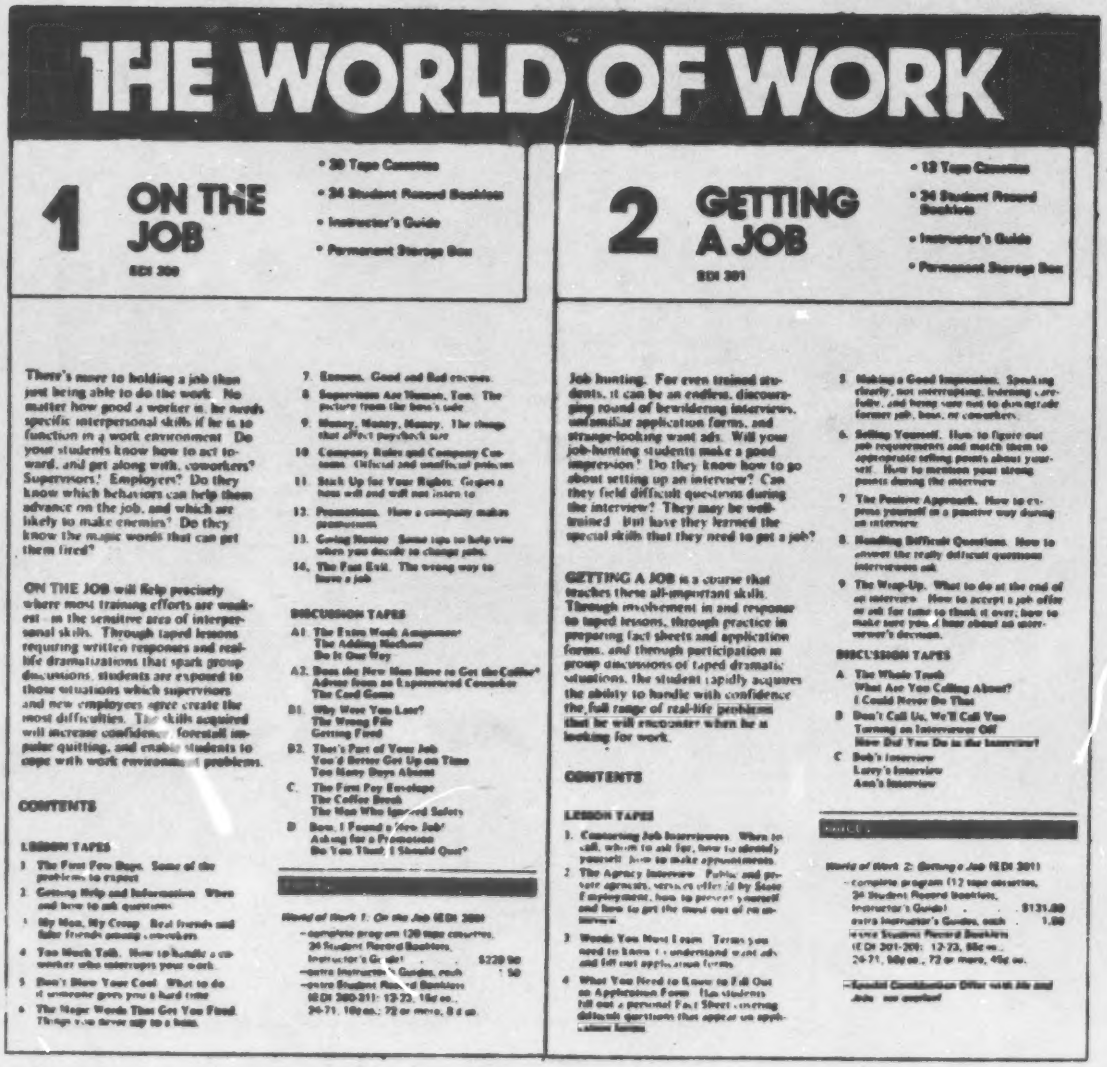
TITLE: The World of Work

CORPORATE AUTHOR: Educational Design, Inc.

RELEVANT TO: Pre-Vocational students.

COMMENT: See the following descriptions of the available material.

SOURCE: Educational Resources Division, Educational Design, Inc.,
47 West 13 Street, New York, NY 10011, telephone number: (212) 255-7900.



THE WORLD OF WORK

1 ON THE JOB

EDI 300

- 30 Tape Cassettes
- 24 Student Record Booklets
- Instructor's Guide
- Permanent Storage Box

There's more to holding a job than just being able to do the work. No matter how good a worker he is, he needs specific interpersonal skills if he is to function in a work environment. Do your students know how to act toward, and get along with, coworkers? Supervisors? Employers? Do they know which behaviors can help them advance on the job, and which are likely to make enemies? Do they know the magic words that can get them hired?

ON THE JOB will help precisely where most training efforts are weakest - in the sensitive area of interpersonal skills. Through taped lessons requiring written responses and real-life dramatizations that spark group discussions, students are exposed to those situations which supervisors and new employers agree create the most difficulties. The skills acquired will increase confidence, forestall impulse quitting, and enable students to cope with work environment problems.

CONTENTS

LESSON TAPES

1. The First Few Days. Some of the problems to expect
2. Getting Help and Information. When and how to ask questions
3. My Man, My Creep. Real friends and false friends among coworkers
4. Too Much Talk. How to handle a coworker who interrupts your work
5. Don't Blow Your Cool. What to do if someone gives you a hard time
6. The Magic Words That Get You Fired. Things you never say to a boss
7. Bosses. Good and Bad bosses
8. Supervisors Are Women, Too. The picture from the boss's side
9. Money, Money, Money. The things that affect paycheck size
10. Company Rules and Company Customs. Official and unofficial policies
11. Stick Up for Your Rights. Gripes a boss will and will not listen to
12. Promotions. How a company makes promotions
13. Getting Money. Some tips to help you when you decide to change jobs.
14. The Fast Exit. The wrong way to leave a job

DISCUSSION TAPES

A1. The Extra Work Assignment
The Adding Machine
Do It Our Way

A2. Does the New Man Have to Get the Coffee?
Advice from an Experienced Coworker
The Card Game

B1. Why Were You Late?
The Wrong File
Getting Fired

B2. That's Part of Your Job
You'd Better Get Up on Time
Too Many Days Absent

C. The First Pay Envelope
The Coffee Break
The Man Who Ignored Safety

D. Boss, I Found a Nice Job!
Asking for a Promotion
Do You Think I Should Quit?

World of Work 1: On the Job (EDI 300)
- complete prog am (20 tape cassettes, 24 Student Record Booklets, Instructor's Guide) . . . $220.00
- extra Instructor's Guides, each . 1.50
- extra Student Record Booklets (EDI 300-311: 12-23, 10¢ ea.; 24-71, 10¢ ea.; 72 or more, 8¢ ea.

2 GETTING A JOB

EDI 301

- 12 Tape Cassettes
- 24 Student Record Booklets
- Instructor's Guide
- Permanent Storage Box

Job hunting. For even trained students, it can be an endless, discouraging round of bewildering interviews, unfamiliar application forms, and strange-looking want ads. Will your job-hunting students make a good impression? Do they know how to go about setting up an interview? Can they field difficult questions during the interview? They may be well-trained. But have they learned the special skills that they need to get a job?

GETTING A JOB is a course that teaches these all-important skills. Through involvement in and response to taped lessons, through practice in preparing fact sheets and application forms, and through participation in group discussions of taped dramatic situations, the student rapidly acquires the ability to handle with confidence the full range of real-life problems that he will encounter when he is looking for work.

CONTENTS

LESSON TAPES

1. Contacting Job Interviewers. When to call, whom to ask for, how to identify yourself, how to make appointments
2. The Agency Interview. Public and private agencies, services offered by State Employment, how to present yourself and how to get the most out of an interview
3. Words You Must Learn. Terms you need to know to understand want ads and fill out application forms
4. What You Need to Know to Fill Out an Application Form. How students fill out a personal Fact Sheet covering difficult questions that appear on application forms
5. Making a Good Impression. Speaking clearly, not interrupting, listening carefully, and being sure not to downgrade former job, boss, or coworkers
6. Selling Yourself. How to figure out job requirements and match them to appropriate selling points about yourself. How to mention your strong points during the interview
7. The Positive Approach. How to express yourself in a positive way during an interview
8. Handling Difficult Questions. How to answer the really difficult questions interviewers ask
9. The Wrap-Up. What to do at the end of an interview. How to accept a job offer or ask for time to think it over; how to make sure you'd hear about an interviewer's decision.

DISCUSSION TAPES

A. The Whole Truth
What Are You Calling About?
I Could Never Do That

B. Don't Call Us, We'll Call You
Turning an Interviewer Off
How Did You Do in the Interview?

C. Bob's Interview
Larry's Interview
Ann's Interview

World of Work 2: Getting a Job (EDI 301)
- complete program (12 tape cassettes, 24 Student Record Booklets, Instructor's Guide) . . . $131.00
- extra Instructor's Guides, each . 1.00
- extra Student Record Booklets (EDI 301-311: 12-23, 10¢ ea.; 24-71, 10¢ ea.; 72 or more, 10¢ ea.

Special Combination Offer with Job and Jobs now available

3 CROSS-VOCATIONAL SKILLS & INFORMATION

EDI 302

- 16 Tape Cassettes
- 12 Overhead Projector Transparencies
- 24 Student Record Booklets
- Instructor's Guide
- Permanent Storage Box

There are skills and behaviors which are necessary and helpful in the World of Work whether one wants to be a welder, engineer, mechanic or secretary. The basic understanding of how businesses operate, their vocabulary and customs, is essential to the new entry into the World of Work of the 70's.

CROSS-VOCATIONAL SKILLS & INFORMATION is the perfect answer to these problems.

CONTENTS

LESSON TAPES

1. Understanding Businesses. Typical problems of communication and ways to handle these problems.
2. Safety. The "how and why" of recognizing and avoiding the most common industrial and office safety hazards.
3. Sales & Customer Service Skills. For Non Sales Personnel. Almost all jobs involve a relationship of some kind with a customer or client. Some tips on how to be most effective in this relationship.
4. Handling Trouble Situations With Customers. The kinds of actions to take in typical trouble situations to keep things from getting out of hand.
5. The Structure of a Company. Where in a company to go for what. Your boss and his boss-how parts of a company interrelate.
6. Telephone Answering Skills. Everyone ends up answering a telephone there days. How to do it right whether the call is from outside or within company, from the boss or from a customer.
7. Taking a Message. What information to get, how to write up the message and how you make sure it is passed on properly.
8. You Are The Company. The Law, the Employer and the Employee. Pitfalls to avoid.
9. Unions & Employer Associations. What these functions are and how they can help you.
10. Company Money Matters. What business is all about, how profits are made, and how this relates to your job.
11. Shopping & Receiving. The basic vocabulary, forms and procedures you need to know about regardless of where you work in the company.
12. Ordering & Billing. The way companies order their merchandise and supplies and collect their money, and the interactions with you whatever your job.

DISCUSSION TAPES

A. Two Ways of Selling Hardware Goods, I've Got My Own System You Were Supposed to Have Read It Last Time
B. It Seems a Little Dangerous to Me Where's the P.O. for This Typewriter? OK, Buddy, Just Sign This
C. Joan Hamilton a Customer Complaint Jerry Hamilton a Customer Complaint Miss Towson Handles a Customer Complaint

PLUS 12 TRANSPARENCIES

World of Work 3: Cross-Vocational Skills and Information EDI 302!

—complete program (16 tape cassettes, 12 overhead projector transparencies, 24 Student Record Booklets, Instructor's Guide) . . . $170.00
—extra Instructor's Guides, ea. 1.00
—extra Student Record Booklets (EDI 301: 12-20, 70¢ ea., 21-71, 65¢ ea.; 72 or more, 60¢ ea.

ME AND JOBS

EDI 320

by Dennis Hooker and Almut Fleming

98 Pages, Soft Cover
Plus Teacher's Manual

A program which fills a void in presently available materials in the area of self-awareness and self-appraisal, and their relationship to vocational exploration.

Enables the student to find—and like—himself ("Who am I?" "Where am I?" "Where am I going?") and then to look at jobs in terms of his own unique abilities and needs.

Meets (and usually far exceeds) State Department of Education objectives for vocational exploration.

Field tested—warm and empathetic in approach—Can be used in group or individualized instruction—An ideal companion of the tape cassette program *World of Work II, Getting a Job.*

Student Textbook—Workbook ("Work-a-Tool")

Vocational, Career and Special Education, Work Experience, Social Studies, English

TABLE OF CONTENTS EXCERPTS

ME

My Needs Are Me, My Body Is Me
What I Am Like Is Me
My Feelings Are Me
Point of View
My Hobbies and Interests Are Me
My Aptitude Is Me
My Opinions Are Me
My Behavior Is Me
My Problems Are Me

JOBS

Jobs
How Many Jobs Do I Know?
Who Is Working
Help Wanted Abbreviations
Want Ads Abbreviation Crossword Puzzle
Using Help Wanted Ads
Finding Help Wanted Ads That Fit Categories
Want Ads That Interest Me
Books for Employment Information
Job Spin-offs
Brainstorming
Observing Workers on the Job
Yellow Page Finger-Walking for Jobs
Getting Job Information on the Phone
Plan Job Exploring Committees
Personal Sources for Job Information
Fit the Job With the Task
The Microfiche
Task Analysis

ME AND JOBS

Getting a Job
A Car and a Job
My Job Interests Are Me
Interest Check List Score Sheet
The Kind of Job I Like Is Me
How Much Would I Make?
Job Training in Schools
Matching Interests with Jobs
Helping My Friends Choose
Brainstorm Job Tasks
The Best Jobs for Me
The Worst Jobs for Me
Putting It Together

APPLICATIONS AND INTERVIEWS

Words on Application Forms
A Simple Application Form
Checking Application Forms
A More Complicated Application Form
What Should I Say?
My Interview With the Boss
What the Boss Looks for in Me
How to Prepare a Resume
My Resume
Note to Student
A List of Jobs

PRICES

—Texts: 1–10, $3.00 each
11–30, $2.80 each
31–100, $2.65 each
101 or more, $2.50 each
—Teacher's Manual, $1.00 each (free with orders of 11 or more Texts)
—Special Combination Offer *World of Work II, Getting a Job* (12 Cassettes, 24 Student Record Books, regularly $131.00) with 24 copies of *Me and Jobs* (regularly $67.20)—combined price $189.00; with 31 copies of *Me and Jobs* (regularly $82.15)—combined price $200.00.

All prices plus shipping (FOB Chicago, New Jersey) and subject to change without notice.

TITLE: Modern Consumer Education

CORPORATE AUTHOR: Grolier Educational Corporation and Educational Design Inc.

RELEVANT TO: Consumer Education Students.

COMMENT: See the following excerpts from the catalog for content.

SOURCE: Instructional Systems Division, Grolier Educational Corporation, 845 Third Avenue, New York, NY 10022.

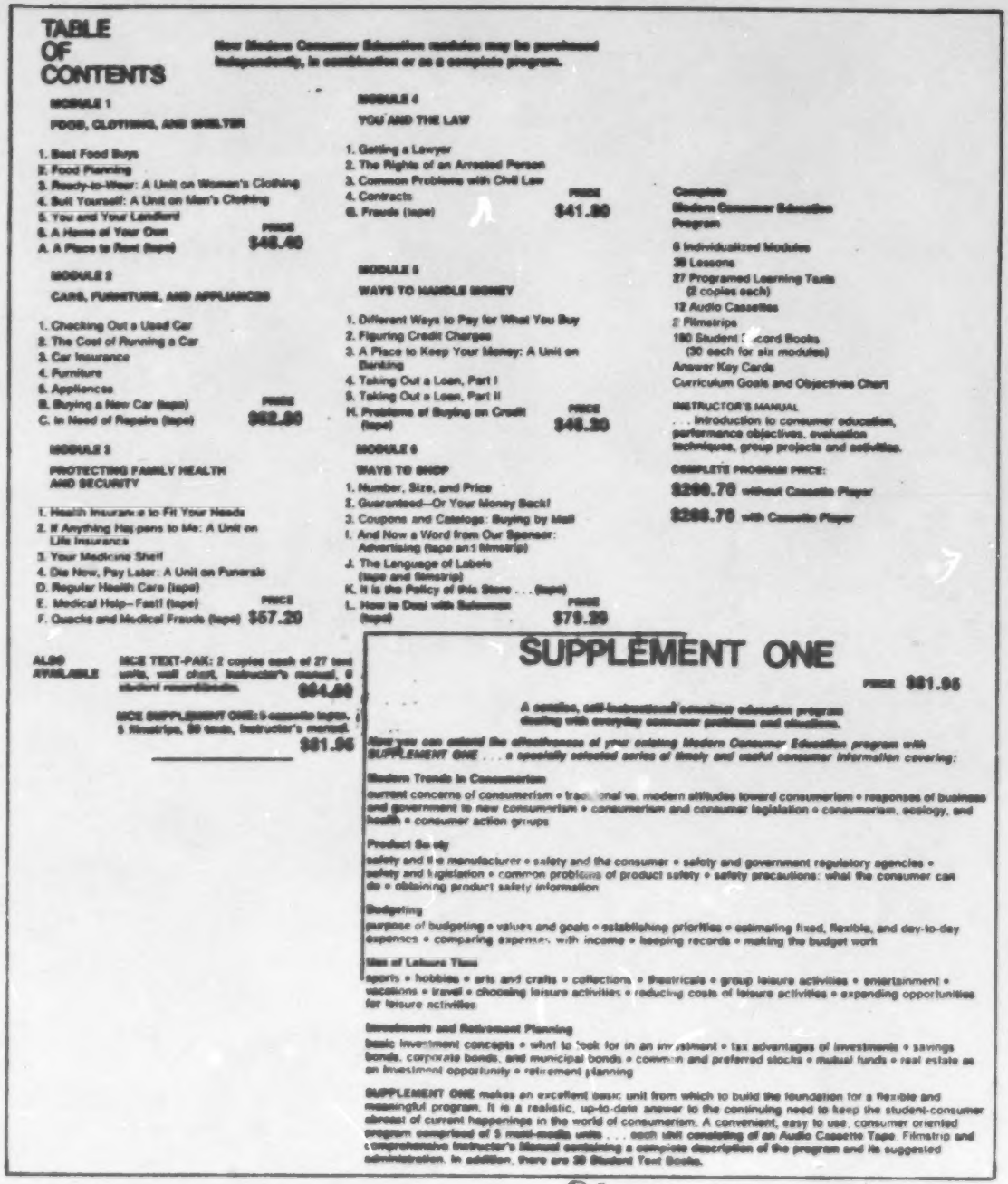


TABLE OF CONTENTS

How Modern Consumer Education modules may be purchased independently, in combination or as a complete program.

MODULE 1

FOOD, CLOTHING, AND SHELTER

1. Best Food Buys
2. Food Planning
3. Ready-to-Wear: A Unit on Women's Clothing
4. Suit Yourself: A Unit on Men's Clothing
5. You and Your Landlord
6. A Home of Your Own
A. A Place to Rent (tape)

PRICE $48.60

MODULE 2

CARS, FURNITURE, AND APPLIANCES

1. Checking Out a Used Car
2. The Cost of Running a Car
3. Car Insurance
4. Furniture
5. Appliances
B. Buying a New Car (tape)
C. In Need of Repairs (tape)

PRICE $62.80

MODULE 3

PROTECTING FAMILY HEALTH AND SECURITY

1. Health Insurance to Fit Your Needs
2. If Anything Happens to Me: A Unit on Life Insurance
3. Your Medicine Shelf
4. Die Now, Pay Later: A Unit on Funerals
D. Regular Health Care (tape)
E. Medical Help—Fast! (tape)
F. Quacks and Medical Frauds (tape)

PRICE $57.20

MODULE 4

YOU AND THE LAW

1. Getting a Lawyer
2. The Rights of an Arrested Person
3. Common Problems with Civil Law
4. Contracts
G. Frauds (tape)

PRICE $41.80

MODULE 5

WAYS TO HANDLE MONEY

1. Different Ways to Pay for What You Buy
2. Figuring Credit Charges
3. A Place to Keep Your Money: A Unit on Banking
4. Taking Out a Loan, Part I
5. Taking Out a Loan, Part II
H. Problems of Buying on Credit (tape)

PRICE $46.20

MODULE 6

WAYS TO SHOP

1. Number, Size, and Price
2. Guaranteed—Or Your Money Back!
3. Coupons and Catalogs: Buying by Mail
I. And Now a Word from Our Sponsor: Advertising (tape and filmstrip)
J. The Language of Labels (tape and filmstrip)
K. It is the Policy of this Store . . . (tape)
L. How to Deal with Salesmen (tape)

PRICE $79.20

Complete Modern Consumer Education Program

6 Individualized Modules
39 Lessons
27 Programed Learning Texts (2 copies each)
12 Audio Cassettes
2 Filmstrips
180 Student Record Books (30 each for six modules)
Answer Key Cards
Curriculum Goals and Objectives Chart

INSTRUCTOR'S MANUAL
. . . introduction to consumer education, performance objectives, evaluation techniques, group projects and activities.

COMPLETE PROGRAM PRICE:

$290.70 without Cassette Player

$298.70 with Cassette Player

ALSO AVAILABLE

MCE TEXT-PAK: 2 copies each of 27 text units, wall chart, instructor's manual, 6 student record books. **$64.80**

MCE SUPPLEMENT ONE: 5 cassette tapes, 5 filmstrips, 30 texts, instructor's manual. **$81.95**

SUPPLEMENT ONE

PRICE $81.95

A creative, self-instructional consumer education program dealing with everyday consumer problems and situations.

Now you can extend the effectiveness of your existing Modern Consumer Education program with SUPPLEMENT ONE . . . a specially selected series of timely and useful consumer information covering:

Modern Trends in Consumerism
current concerns of consumerism • traditional vs. modern attitudes toward consumerism • responses of business and government to new consumerism • consumerism and consumer legislation • consumerism, ecology, and health • consumer action groups

Product Safety
safety and the manufacturer • safety and the consumer • safety and government regulatory agencies • safety and legislation • common problems of product safety • safety precautions: what the consumer can do • obtaining product safety information

Budgeting
purpose of budgeting • values and goals • establishing priorities • estimating fixed, flexible, and day-to-day expenses • comparing expenses with income • keeping records • making the budget work

Use of Leisure Time
sports • hobbies • arts and crafts • collections • theatricals • group leisure activities • entertainment • vacations • travel • choosing leisure activities • reducing costs of leisure activities • expanding opportunities for leisure activities

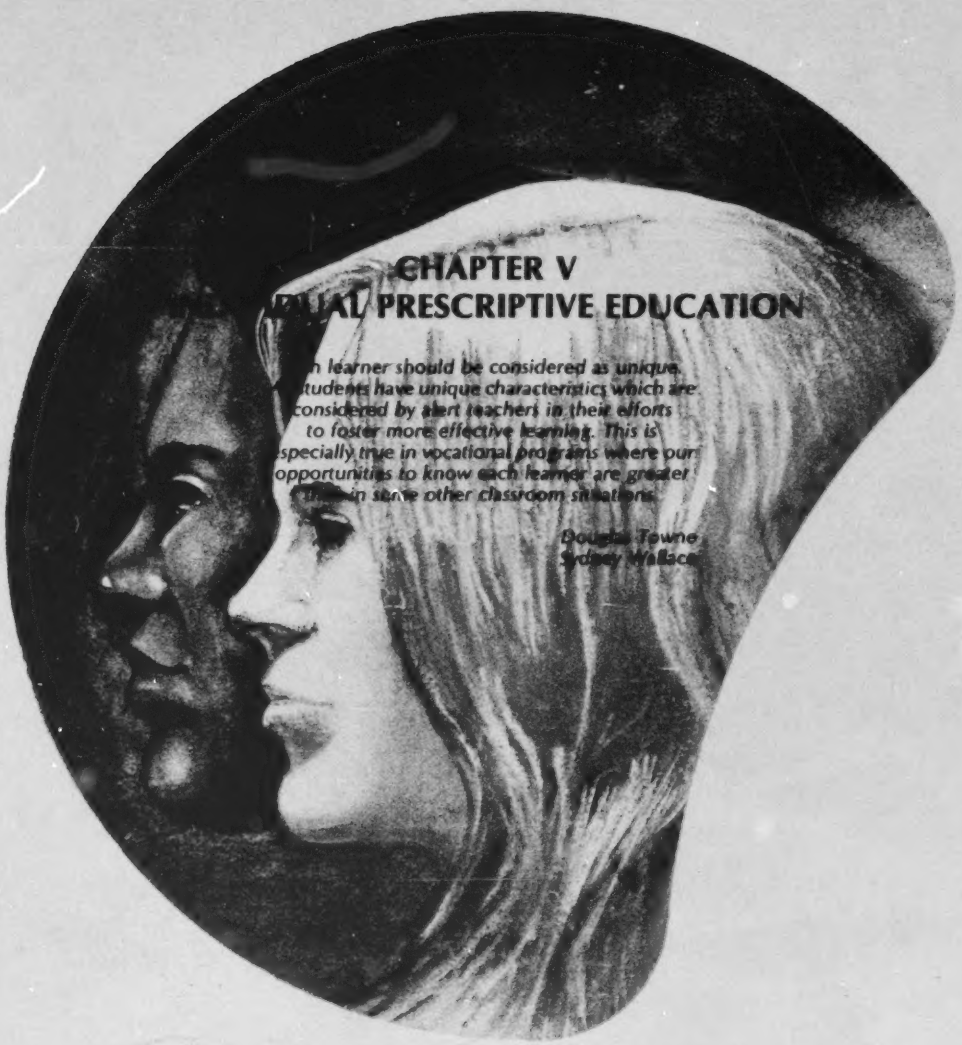
Investments and Retirement Planning
basic investment concepts • what to look for in an investment • tax advantages of investments • savings bonds, corporate bonds, and municipal bonds • common and preferred stocks • mutual funds • real estate as an investment opportunity • retirement planning

SUPPLEMENT ONE makes an excellent basic unit from which to build the foundation for a flexible and meaningful program. It is a realistic, up-to-date answer to the continuing need to keep the student-consumer abreast of current happenings in the world of consumerism. A convenient, easy to use, consumer oriented program comprised of 5 multi-media units . . . each unit consisting of an Audio Cassette Tape, Filmstrip and comprehensive Instructor's Manual containing a complete description of the program and its suggested administration. In addition, there are 30 Student Text Books.

NOTES

1. Claire Olson Szoke, To Serve Those Who Are Handicapped (Champaign, IL: Technical Education Research Centers/Midwest, 1973).

2. The following publication was particularly useful in this area: Douglas C. Towne and Sydney Wallace, Vocational Instructional Materials for Students With Special Needs (Portland, Oregon: Northwest Regional Educational Laboratory, 1972).



CHAPTER V
[I]AL PRESCRIPTIVE EDUCATION

[e]ach learner should be considered as unique. Students have unique characteristics which are considered by alert teachers in their efforts to foster more effective learning. This is especially true in vocational programs where our opportunities to know each learner are greater than in some other classroom situations.

Douglas Towne
Sydney Wallace

Individual Prescriptive Education is an approach which involves the total educational system to help identify and diagnose a student's needs, then to prescribe and implement a plan tailored to meet that individual's needs.[1]

Explanation

IPE is a program centered on the student who is failing because of disadvantages and/or handicaps. The program's objectives are designed to overcome the effects of those handicaps and to enable the student to experience success. It is this focus on individual success, rather than movement through a standardized program, which makes IPE the next logical step in attempting to eliminate the failure syndrome of the disadvantaged and handicapped.

The program is extremely flexible and effective in facilitating a student's progress both in attaining necessary salable skills and in developing a positive and productive self-concept.

Procedures

(1) *Identification* of students who are not succeeding in the regular vocational program as a result of disadvantages and/or handicaps. The classification of the disadvantaged/handicapped are discussed in Chapter I of this handbook. However, additional identifiable traits may be added.

(2) *Diagnosis* of students who fit into one or more of the categories used for identification. Determine the need to develop an individual prescription for assisting the student to succeed vocationally and to leave school with a salable skill.

Set up a diagnostic team if the need for one is determined by one or more staff members. The purpose of the team is to develop a prescription consistent with the needs of that individual.

The selection of team members will vary with the vocational objectives of the students. Members might include: counselor, vocational/academic teachers, principal, social worker, employer, parent, or peer. The student is an essential member of the team.

The size of the team will vary. It is suggested that the size be limited to 3-5 members for maximum effectiveness.

The responsibilities vary according to the program which the team initiates. To develop the prescription, the team members might:

- Test the student.
- Make home visits.
- Observe the student.
- Visit on-the-job-training sites.
- Study school records.
- Visit with anyone who may be close to the student (pastor, employer, peer, etc.).

The student should always be aware of the ongoing activities of the team.

(3) *Prescription* for the individual student is the next step. After the team is organized, the members will begin to develop a prescription which could include:

- Modification of curriculum.
- Modification of schedule.
- Use of an advocate.
- Utilization of outside community agencies.
- Counseling student and/or parents.
- Tutorial services.
- Homebound study.
- Cooperative program.
- Vocational training beyond that already available.
- Independent study.
- Extra curricular activities.

The diagnostic team will select one or more of the methods outlined or others which may be worthwhile. It is essential that school personnel who are directly involved with the student be aware of the prescription and be involved in its implementation. The student will also be involved and be allowed to accept or reject the prescription.

(4) *Implementation* of the program will determine its success. The plan should have definite short-term objectives that are realistic to the student's interest and aptitude. The behavior and performance modifications must be written out and adhered to.

The diagnostic team will meet periodically to follow through with the prescription. It can proceed according to the following plan:

(a) Identification of student.
(b) Establishment of diagnostic team.
(c) Development of prescription.
(d) Implementation of prescription.
(e) Assessment of outcomes.
(f) Re-evaluation of prescription.
(g) Reassessment of outcomes.

(5) *Assessment* is as important as the prescription. Changes are often necessary. Success is the objective. Success should not be defined only as improvement in the student's grades, but rather as student feelings of success in everything involved.

(6) *Re-evaluation of the prescription* is necessary for continual refinement and planning of long range objectives. Focus on any changes in the student or the program that may necessitate revision of the original prescription. Success of the student should be the main consideration.

(7) *Reassessment of outcomes* is needed to effectively evaluate the program and the student's success. At this time the teacher must decide whether to revise, hold, or terminate the program.

Outcomes

As concerned school personnel continue to use this method of individualization, students with special needs will be served more realistically. The outcomes should be: lower dropout rates; improvement in basic communication skills; improvement in student attitudes; the obtainment of successful vocational skills; and readiness to become a productive member of the community.

Pre-test and post-test materials should be utilized to measure the degree of success the student has achieved. Performance tests, personality inventories, and aptitude batteries may be utilized as pre- and post-test instruments. If significant changes can be recorded as a result of Individual Prescriptive Education the likelihood of student success will be strengthened. In addition, this information improves the accountability of the particular program.

NOTES

1. This chapter was contributed by Ms. Patricia L. Rocco.

   The Project Tomorrow publication, How to Implement Individual Prescriptive Education (Phase II 1972-73 Report: Colorado State University), developed by Patricia L. Rocco and Ralph Hunter, details the "IPE" program.

CHAPTER VI
LOCAL RESOURCES

who speaks well thinks well, he who speaks
dly thinks badly, he who does not speak does
not think and therefore is educationally unfit.

Maynard C. Reynolds
Malcolm D. Davis

Educators must be able to tap all available resources to serve the special needs student population. This includes utilizing people in the community who have special skills and interests and who may volunteer to share them with needy youngsters. Help from these people may be in the form of tutorial services, apprenticeship projects, classroom assistance, etc. Community people are a resource that should not be overlooked.

Many agencies provide services for the disadvantaged and handicapped. Charts of local, state, and national agencies--and their primary services--appear in this chapter. These charts are designed to assist the teacher in utilizing the services of the various agencies to help meet the needs of the student.

Agencies which cover the areas of Employment, Law, Finances, Personal Needs, Special Interests, and Health are included. Their functions and services are described. There is some overlapping in services among agencies and the most appropriate one for handling a specific problem may be determined by making the contact. Not every agency, depending upon the case load in the particular region, provides all of the services listed.

Additional Agencies may be available in different regions, and would certainly be worthy of exploration. Many agencies can provide information for the diagnostic team in their effort to prescribe and implement a program suitable for the individual disadvantaged and handicapped student. Some will send representatives to the schools, upon request, to discuss their services. Teachers are encouraged to explore these facilities. They are valuable resources for meeting the special needs of students.

EMPLOYMENT

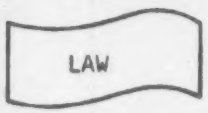
AGENCY	FUNCTIONS AND SERVICES
Job Corps	. Provides educational and vocational program for school dropouts and underprivileged youth.
Colorado Employment Service	. Offers job training programs, job opportunities, etc. . Provides vocational counseling and aptitude and interest training. . Offers services to provide people with a broader understanding of their own abilities and potential, and of industrial requirements. . Provides personnel to visit schools to talk to students and teachers about job requirements and employer expectations (especially helpful during "Career Days"). . Provides materials such as pamphlets and films on getting and holding a job. . Supplies various job application forms for practice use in classes.
Work Incentive Program	. Provides counseling intervention on home difficulties, obtaining financial assistance.
Colorado Vocational Rehabilitation Department	. Offers financial assistance, counseling, and job placement--all students identified by the school as potentially handicapped should be referred to the rehabilitation staff. . Is designed to develop and restore the working usefulness of physically and mentally disabled individuals (over age 16) so they may become self-supporting. . Provides necessary diagnostic examinations and procedures. . Provides medical, surgical, psychiatric, and hospital services. . Provides prosthetic devices, such as artificial limbs, hearing aids, etc. . Provides individual counseling and guidance. . Provides vocational training in schools, on the job, by correspondence, or by tutor. . Provides maintenance and transportation during rehabilitation, if necessary. . Provides necessary tools, equipment, and licenses. . Provides placement on the right job.

EMPLOYMENT Cont'd.

AGENCY	FUNCTIONS AND SERVICES
Colorado Vocational Rehabilitation Department (continued)	. Provides follow-up to make sure the worker and the job are properly matched. . In some cases provides reimbursement to employers for work-study situations.
Trade/Labor Unions	. Provides community persons to speak to students regarding occupations.
Denver Opportunity Industrial-ization Center	. Offers training program to help unemployed disadvantaged people, ages 18-30.

FINANCES

AGENCY	FUNCTIONS AND SERVICES
County Veteran's Service Officer	. Provides financial aid and counseling assistance if a student is a veteran or dependent of a veteran.
Local Service Clubs Women's Clubs	. Offers financial assistance such as loans or grants. . Offers services such as eye glasses, dental services, etc.



AGENCY	FUNCTIONS AND SERVICES
Law Enforcement	. Provides background information if a student has a record of involvement with law enforcement officials.
Department of Institutions Division of Youth Services	. Provides diagnostic information on youth who have been incarcerated in youth institutions. . Provides alternatives for youth who cannot cope with the public school setting.
Colorado Probation Department	. Counsels students on probation and can provide much information about student background, home, and needs. . Provides supervision and counseling to children and their families in delinquency and Children In Need Of Supervision (CHINS) matters. . Works with schools, welfare, mental health, or other agencies to assist with pre-delinquency problems.
Colorado Parole Officers	. Assist students on parole with counseling and in some limited way with obtaining financial aid through the Department of Institutions or Vocational Rehabilitation.
Court	. Handles matters which require legal intervention on behalf of children where voluntary efforts have failed or are inappropriate. . Provides direction for Children In Need Of Supervision (CHINS) who are runaways or beyond control.
Legal Aid Society Colorado Rural Legal Service	. Assists students in avoiding legal problems and can assist with counseling on legal matters and with actual legal defense. . Represents parents or children who fall within financial eligibility guidelines.

PERSONAL

AGENCY	FUNCTIONS AND SERVICES
Community Housing Authority	. Assists the student and family with housing problems.
Out Reach Programs	. Operates talent search programs which often provide diagnostic team with information about the student's abilities, home background, and life style.
Department of Social Services (County Welfare Department)	. Assists in dealing with home situations which are in need of modifications in order for the student to succeed in the educational program at school. . Assists with some financial problems that are contributing to lack of success in the school program. . Protects youngsters and helps their parents when there are problems which lead to beating, abuse, neglect, or exploitation of the youngster. . Matches up volunteers (Big Brother, Sister). . Provides educational services to help families use vocational and academic schools, help parents with their children's school problems such as poor attendance and discipline, assists older children in finding ways to continue their education. . Assists in foster placement. . Offers adolescent and crisis counseling. . Provides job counseling services to help persons learn of jobs or training programs--social workers also help with problems which may hinder chances for landing and holding a job. . Offers education-for-family-living services (help to families with parent-child difficulties, such as those arising because of physical and mental handicaps--aimed toward establishing stability and health of a family). . Provides family planning services through medical advice; arranges help for mothers and babies in maternity homes; counsels unmarried fathers and provides information on sex problems, venereal disease, and other health problems.

PERSONAL
Cont'd.

AGENCY	FUNCTIONS AND SERVICES
Florence Crittenton, Inc.	. Offers services to unwed mothers (out-patients and residential).
Women's Crisis and Information Center	. Acts as a referral agency giving on-going supportive help, including aid in emergency housing, severe personal trauma, family crisis, and suicide prevention.

BOCES

AGENCY	FUNCTIONS AND SERVICES
Boards of Cooperative Educational Services	. Performs contracted services. . Provides a wide variety of programs including special education, remedial reading, career education, and vocational education. . Offers services including in-service education, educational consultant services, planning, evaluation, materials selection, and information dissemination.

HEALTH

AGENCY	FUNCTIONS AND SERVICES
County Public Health Nurse	. Provides information about a specific student's physical handicap.
Health Department Local Hospital	. Offers medical information and assistance and is especially helpful for the handicapped.
Drug Education Center	. Provides information and counseling regarding drug abuse.
National Council on Alcoholism	. Provides information and education on alcoholism and referrals to appropriate agencies. . Assists student with alcohol problems through therapy.
Mental Health Center	. Offers diagnostic evaluation and psychological counseling for students and members of their families. . Provides services of a psychiatric social worker. . Provides family or group counseling regarding problems such as suicide, marriage problems, drug abuse, behavior disorders.
Planned Parenthood	. Offers birth control information and services. . Provides pregnancy and abortion counseling.
Colorado Association for Retarded Children	. Offers citizen advocacy program designed to provide friendship, support, and understanding to mentally retarded persons, to help them adjust to everyday situations and to develop their full potential.

SPECIAL INTERESTS

AGENCY	FUNCTIONS AND SERVICES
Colorado Commission on Civil Rights	. Administers civil rights laws in employment, housing, and public accomodations. . Assists with employer and home problems. . Provides counseling for the student and home and employment information for the diagnostic team.
Catholic Community Services	. Offers services to the poor and disadvantaged, for the preservation and strengthening of family life.
Colorado Urban League	. Is a help agency for minority people (mainly for Blacks). . Offers employment services.
Malcom X Center for Mental Health, Inc.	. Provides out-patient services for all persons including services to alcohol and drug abusers. . Provides consultation and educational services and crisis and emergency counseling.
Colorado Migrant Council	. Assists in home counseling and in obtaining financial aid such as MDTA.
Bureau of Indian Affairs	. Offers economic assistance.
Office of Indian Education	. Administers Public Law 92-318 (The Indian Education Act--1972) to assist in the development and implementation of elementary and secondary school programs specially designed to meet the special educational needs of Indian students. . Provides some funds for educational agencies.
La Paza	. Provides mental health services (mainly for Chicanos). . Provides immigration counseling.

Additional organizations and agencies which might be contacted for services for the disadvantaged and handicapped are:

Federal Agencies (State and Local Offices)

- Immigration and Naturalization Services
- Social Security Administration
- Manpower Development and Training Administration
- Model Cities
- Job Corps
- National Youth Corps
- Community Action Program
- JOBS--National Alliance of Businessmen

Educational Community Groups (Public and Private)

- Compensatory Education
- ESEA Title I Programs
- Parent-Teacher Associations
- Dropout prevention
- Library services
- Opportunities Industrialization Center

Special Interest Groups

- National Association for the Advancement of Colored People
- Congress of Racial Equality
- Services Employment Redevelopment
- Association of Mexican American Educators
- Indian Tribal Councils
- American Indian Education Association

State Agencies (Local Offices)

- Governor's Committee for the Employment of the Handicapped
- State Agency for the Blind
- State Agency for the Deaf

Private Non-Profit Organizations

- Mental Retardation Associations
- Associations for the Blind
- Associations for the Deaf
- Crippled Children's Society
- Goodwill Industries

CHAPTER VII
EVALUATION OF STUDENTS

secret of education lies in respecting the pupil.

Ralph Waldo Emerson

Evaluation of a student should be an ongoing process, taking into account the student's progress, adjustments, and changing needs at school and at work stations. Continuous vocational assessment should be done, evaluating the individual's vocational aptitudes and interests, and work behavior. Grades, performance sheets, anecdotal records, and observations and recommendations from teachers, counselors, and employers should be considered.

Periodic evaluation is a natural outgrowth of the "Individual Student Needs Profile" (Appendix B) if the form is used for initially assessing the individual's needs. Meetings with the diagnostic team and the student should be held regularly to evaluate the student's on-going satisfaction and progress with the prescription and to modify the prescription where necessary. The pupil's progress toward achieving the performance objectives, as formulated on the Profile Sheet (Part 3), should be one of the subjects of these periodic evaluations and of the final evaluation.

The final evaluation would occur after the student has received the services, modifications, or programs which were prescribed by the teacher or by the diagnostic team. If a teacher designed pre-test was administered when the prescription was developed, then a post-test would provide an objective measure of student progress. Counselor reports, teacher input, etc. would also contain essential information regarding student growth in the areas of psychological and social development, particularly as they relate to employability.

Ultimately, the administration should conduct a study on the individuals who have received special assistance through some of the methods outlined in this handbook. This follow-up study should answer the following questions:

(1) Has the dropout rate among the disadvantaged and handicapped pupils decreased with the implementation of special services?

(2) Has the employment rate of the target group increased with the implementation of special services?

(3) Has the rate of absenteeism decreased with the implementation of special services?

In addition, job placement should have a follow-up procedure which includes an assessment of job adjustment (satisfaction, wages, training, opportunities). It should also include feedback concerning problems in bridging the gap between preparing for the job and actually working on it.

Evaluation, if effectively utilized, will provide vital information for modifying procedures, programs, and services to more completely meet the needs of the disadvantaged and handicapped student population.

BIBLIOGRAPHY OF PROFESSIONAL REFERENCES

BIBLIOGRAPHY OF PROFESSIONAL REFERENCES

The following bibliography provides the teacher of disadvantaged and handicapped students with an overview of professional books in those areas. It is divided into 5 sections. The books are categorized according to their major emphases, although in many cases the contents overlap. The topics are: *Disadvantaged, Handicapped, Handicapped-Learning Disabled, Vocational Education,* and *General.*

An asterisk (*) is used to indicate material which is particularly practical and useful.

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APPENDICES

GUIDE TO APPENDICES

The sample forms in the appendices are intended to serve as guides and accountability records for teachers in identifying disadvantaged and handicapped students, assessing their needs, and providing services for them. Teachers are encouraged to alter the forms where necessary or to develop new ones which would better suit their needs.

APPENDIX A

Identification Sheet for Disadvantaged Students

Referral Sheet for Handicapped Students

Vocational Class Data Sheet on Disadvantaged and Handicapped

APPENDIX B

Individual Student Needs Profile Sheet

Sample Student Needs Profile Sheet

List of Suggested Services or Modifications for Meeting the Needs of Disadvantaged and Handicapped Students

APPENDIX A

APPENDIX A

IDENTIFICATION SHEET FOR DISADVANTAGED STUDENTS
(FOR TEACHER USE)

STUDENT NAME_____ SOCIAL SECURITY #_____

AGE _____ SEX_____ GRADE_____ DATE_____

VOCATIONAL STUDIES AREA_____

TEACHER_____

Disadvantaged Students

Identify the student according to one or more of the following effects of disadvantages which interfere with the accomplishment of vocational objectives:

A. Academically Disadvantaged

1. _____ Language (speaking/comprehension) deficiency.
2. _____ Reading and/or writing deficiency.
3. _____ Computational deficiency.
4. _____ General educational deficiency (poor attendance, dropout, potential dropout, lack of parental support and guidance, low achievement scores).

B. Socioeconomically Disadvantaged

5. _____ Hostile or defiant attitude.
6. _____ Passive or apathetic attitude.

C. Economically Disadvantaged

7. _____ Needs economic assistance to succeed.

D. Other Remediable Effects

8. _____ Lacks proficiency in manual dexterity required for success in the vocational studies area.

REFERRAL SHEET FOR HANDICAPPED STUDENTS
(FOR TEACHER USE)

STUDENT NAME_____ SOCIAL SECURITY #_____

AGE_____ SEX_____ GRADE_____ DATE_____

VOCATIONAL STUDIES AREA_____

TEACHER_____

Handicapped Students

Refer the student according to the following categories of handicaps which prevent the pupil from accomplishing his/her vocational objectives. Diagnosis and classification are to be done by qualified professional persons (school nurse, psychologist) if not already done for special education purposes.

1. _____ Mentally Retarded

   (Rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.)

2. _____ Learning Disabled

   (Disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, development asphasis, etc.)

3. _____ Seriously Emotionally Disturbed

   (Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.)

4. _____ Orthopedically Handicapped

   (These individuals have a limited ability in self-mobility, sitting in a classroom and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.)

5. _____ Visually Handicapped

   (These individuals are severely limited in their ability to see.)

6. _____ Hearing Impaired

(Have a sense of hearing that is inadequate for success in the learning situation.)

7. _____ Speech Impaired

(Have speech patterns that differ from the normal to an extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering, delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.)

8. _____ Other Health Impaired

(Have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other illnesses.)

9. _____ Multi-Handicapped

(Have a combination of handicapping conditions, each of which must be considered in planning programs or program modification. Check off the individual handicaps as stated above.)

APPENDIX B

VOCATIONAL CLASS DATA SHEET ON DISADVANTAGED AND HANDICAPPED
(FOR TEACHER USE)

Based on Identification/Referral Sheets

SUBJECT_____ TEACHER_____

DATE_____ SCHOOL YEAR 19___ 19___

Check the category of disadvantage or handicap for each pupil identified.

	NAME	GRADE				SEX		DISADVANTAGE								HANDICAP								
		9	10	11	12	M	F	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9
1.																								
2.																								
3.																								
4.																								
5.																								
	Total # Identified																							
	Total # In Class																							
	Percent																							

APPENDIX B

Worksheet for Teachers and Diagnostic Team

INDIVIDUAL STUDENT NEEDS PROFILE SHEET
(FOR TEACHER USE)

Student Name_____

Age _____ Sex _____ Grade_____ Date_____

Vocational Studies Area_____

Vocational teacher_____

1. Statement of Student's Learning Problem: (Identified through records, teacher observation, student attitude, academic development, etc.)

2. How the learning problem is contributing to the student's lack of success in the Vocational Program:

3. Needs of student stated in terms of short term performance objectives.*

4. How the needs were determined: (pre-test, counselor reports)

5. Services, modifications or programs prescribed to meet the student's needs:**

6. Diagnostic Team Members and Position:

7. Final Evaluation: (post-test)

* Performance Objectives:
   1. What the student needs to know (e.g. needs to ...)
   2. How the student will acquire that knowledge
   3. When the student is expected to achieve the objective

** See attached list of suggested services and modifications.

Sample

APPENDIX B

INDIVIDUAL STUDENT NEEDS PROFILE
(FOR TEACHER USE)

Student Name _____

Age *18* Sex *F* Grade *12th* Date _____

Vocational Studies Area *Business*

Vocational teacher *Referred by Business Math Teacher*

1. Statement of Student's Learning Problems. (Identified through records, teacher observation, student attitude, academic development, etc.): *a) academically disadvantaged--inadequate computational skills, insufficient understanding of mathematical terminology. b) Problem with eyes--they don't seem to move together. c) Extremely tense.*

2. How the learning problem is contributing to the student's lack of success in the Vocational Program: *a) Difficulty with math is a barrier to success in the business math class. b) Has difficulty taking notes from the blackboard. c) Tenses up on tests and writes the wrong answer. She becomes extremely tense when working on something for any length of time and is unable to perform.*

3. Needs of student stated in terms of short term performance objectives. *a) Needs to be able to understand and compute the following types of business math problems: basic mathematical operations; bank reconciliations; percentages; algebraic operations; notes and interest; inventory depreciation. b) Needs to relax and release tension.*

4. How the needs were determined: (pre-test, counselor reports) *Teacher recommendations (teacher prepared pre-test). Counselor reports based on testing.*

5. Services, modifications or programs prescribed to meet the student's needs. *a) Get tutor to help with business math problems described in part (3). b) Pair with another student to make carbon copies of blackboard notes. c) Provide oral tests instead of written, whenever possible. d) Refer for eye examination. e) Allow her to do work in short periods of time to relax and walk around in between to prevent and release any build up of tension.*

6. Diagnostic Team Members and Position: *Business Math Instructor; Vocational Coordinator; Student; Counselor; Tutor.*

7. Final Evaluation: (post-test) *Teacher prepared post-test in Business Math.*

LIST OF SUGGESTED SERVICES OR MODIFICATIONS FOR MEETING THE NEEDS OF DISADVANTAGED AND HANDICAPPED STUDENTS*

Curriculum Modification

- bilingual instruction
- remedial reading
- bicultural orientation

Schedule Changes

- teachers - classes
- homebound instruction
- longer total time for course completion
- drop a class--double up in another
- programs conducted in cooperation with business and industry
- longer (shorter) classes
- extension (shortening) of school day
- discussion periods
- peer instruction
- mini-courses of single skill development

Use of Community Classroom Aides

- tutors
- paraprofessionals
- teacher aides
- volunteers

Counseling

- guidance
- job placement and follow-up
- family counseling

Facilities and Equipment

- special lighting
- modifications of desks, work benches, equipment
- mobile units, workshops (especially in rural areas with limited facilities)
- sound amplification devices
- audio-visual aides (cassettes, films)

Instructional Materials

- individualized instructional packages
- materials in Braille
- large print materials
- printed rather than verbal instructions
- simplified instruction guides and manuals

*The examples listed above should not limit local personnel in their planning. Local needs may be met by specific and unique services not found on any list.